VOLUME 23 MAY, 1939 NUMBER 83

The Bulletin

of the

Department of Secondary-School Principals

of the

National Education Association

The Articles in This Bulletin Are Listed in Education Index

SERVICE ORGAN FOR AMERICAN SECONDARY SCHOOLS

The Bulletin

VOLUME 23 MAY, 1939 NUMBER 83

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DEPARTMENT OF SECONDARY-SCHOOL PRINCIPALS

National Education Association

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THE IMPLEMENTATION COMMITTEE

An Introduction to Its Study

The Implementation Committee presents in this issue of THE BULLETIN its opening study in which it sought from principals an indication of their desires as to what particular activities the committee should sponsor. One of the responsibilities clearly revealed by the survey here reported, is that of providing a better educational opportunity for youth whose full-time schooling closes during their secondary-school course or at their graduation from secondary school. If we follow the thinking of the committee on Orientation in its report, *Functions of Secondary Education,* we believe that these students should not leave school until the school has done what it can to see that they are ready to take their place in life outside of the school.

The Implementation Committee, following the lead of principals as revealed in this survey and of the Orientation Committee, is asking itself such questions as these: How generally are these youth ready for out-of-school responsibilities? If they are not fully prepared, what important deficiencies are there? What could the secondary school do to improve the situation generally? How could the principal and faculty of a particular school tell how well adjusted to out-of-school life its youth are? How could such a school determine what course of action to follow if it knew what particular maladjustment existed?

To make a start in the area of adjustment of school-leaving youth to life, the Implementation Committee is developing a study of their occupational needs. Though recognizing that adjustment to social, civic, and recreational aspects of life is also important, the Implementation Committee has chosen to begin its study at this point, because occupational adjustment is one of the important adjustments which these youth must make and because it is also somewhat more tangible than some other types of adjustment. The Committee has sought and has been granted a subvention by the General Education Board to cover the first year's work in this area

and has begun active work on the project. If the committee's hopes are realized, this project will provide principals with a means for determining how well prepared the youth who leave school during or at the conclusion of the secondary-school period, are to assume occupational responsibilities. The project may also contribute something toward answering the question of what kinds of experience in the secondary school are associated with the greatest degree of occupational adjustment; and if so, it will have direct bearing upon the question of what kinds of curriculum and guidance programs are of most service to youth.

The committee: Will French, chairman; K. J. Clark, ex officio, Eli Foster, Oscar Granger, John W. Harbeson, F. C. Jenkins, George C. Jensen, DeWitt S. Morgan, William F. Rasche, Francis T. Spaulding, H. H. Stewart, Howard Dare White.

THE MOST PRESSING PROBLEMS OF PRINCIPALS

Part II of a Preliminary Report of the Implementation Committee.*
Prepared for this committee by Robert B. Patrick

THE DISTRIBUTION OF THE QUESTIONNAIRE

In the fall of 1938, the Implementation Committee of the National Association of Secondary-School Principals of the National Education Association formulated and distributed a general questionnaire to the principals of the United States. The questionnaire asked, "What one or two problems in the conduct of your educational program have caused you most concern within the last year or two years? (If possible, please state each problem in the form of a definite question.)" The second question asked was, "Was the above statement formulated as a result of faculty discussion?"

THE DISTRIBUTION OF THE QUESTIONNAIRE

The questionnaire was distributed in forty-six states and the District of Columbia. The states of Pennsylvania and New York were not included in the present survey because of the work already done in those states. The very strong study groups in Pennsylvania, including at least 700 high-school administrators, were already hard at work on a study of their own in relation to the nonacademic students. In New York state, Dr. Spaulding had but recently completed a survey similar to the one herein reported as part of the Regents' Inquiry. The data from these two states, although not included in any part of this report, show very similar tendencies to the results here published.

The questionnaire was distributed through the Coördinators of the Committee on Implementation of the National Association of Secondary-School Principals in the forty-six states and the District of Columbia. In

*Part I of this report was presented by Francis T. Spaulding at the annual meeting in Cleveland; it was published in the March issue of THE BULLETIN and is again presented herein.

twenty-nine states the coördinators requested the National Association of Secondary-School Principals to send the questionnaires to members living in the states while the coördinators of eighteen states contracted through the state departments of education to send the questionnaires to all secondary-school principals living in the states. This distribution followed no geographical lines, as evidenced by Chart 1, nor was there any appreciable difference in the volume of replies coming from states with different methods of distribution, except in the cases of Maryland and New Jersey where the percentage of replies received was unusually high.

CHART 1

METHOD OF DISTRIBUTION OF THE QUESTIONNAIRE

METHOD OF DISTRIBUTION IN EACH STATE	NUMBER OF STATES IN EACH AREA USING EACH METHOD					
	New England	Middle States	Southern	North Central	Pacific	Total
Department members only	3	1	8	14	3	29
All principals	3	3	2	6	4	18

THE RETURNS FROM THE QUESTIONNAIRE

In Chart 2, Questionnaire Returns, which shows by sections of the country the number and percentage of schools which received questionnaires and the number and percentage of schools which replied, is listed first the number of schools in each section of the United States. This information was taken from the 1934-36 Biennial Survey of the Bureau of Education of the Department of the Interior, Washington, D. C., page 80, Bulletin, 1937, No. 2, and again does not include the schools in the states of Pennsylvania and New York. Second, the number of letters sent out in each section is shown; and third, with it the percentage of schools in each section which received letters. It should be noted that although the coverage in the South was relatively light, it included all types and sizes of schools in all parts of the section. Furthermore, it is worthy of note that, exclusive of the South, in the other four geographical divisions of the nation more than 50 per cent of the secondary schools were reached. Fourth, the number of replies received from principals in each section of the country is indicated; and fifth, the percentage of replies from those who received letters. This percentage of replies is quite constant except in the Middle Atlantic States (excluding New York and Pennsylvania) where the percentage of replies is more than three times that of any other section. The reason for this is that in Maryland and New Jersey, the coöperation of the state departments of education secured practically 100 per cent replies to the questionnaire.

It is the opinion of the writer that the percentage of replies received is about as large as could be expected from a questionnaire which required considerable time and thought to answer properly. Obviously, a check list would have brought a larger response, but the Implementation Committee deliberately chose not to use a check list because it preferred the

relatively free response of a smaller group to the larger but more regimental type of response produced by a check list.

It may also be of importance to note that after the first thousand replies were received, the distribution did not show a marked change, which is some evidence of the adequacy of the sampling.

CHART 2

QUESTIONNAIRE COVERAGE AND RETURNS

Section	Number of Secondary Schools	Number of Letters Sent	Per Cent of Schools Receiving Letters	Number of Replies	Per cent of replies from schools which rec'd letters
New England	773	741	*96.*	174	*23.4*
Middle Atlantic (Not Pa. & N.Y.)	431	431	*100.*	333	*77.*
Southern	8,369	1,002	*12.*	208	*20.8*
North Central	12,433	5,000	*40.2*	970	*19.4*
Pacific	1,460	*1,544	*100.*	309	*20.*
Totals	23,466	8,718	*37.7*	1,994	*22.8*

CLASSIFICATION AND ANALYSIS OF RETURNS

The problems reported by the principals were classified according to the major areas of concern which the problems themselves suggested, without regard to any predetermined scheme of grouping. The problems appeared to fall into fifteen more or less coördinate divisions which are represented by the major headings in the analysis given in the following pages. Chart 3 presents a summary of these returns: Column 1 shows the number of problems presented under each category and the percentage which that number is of the total problems presented. For example, in Category 1, The Aims of the Secondary Schools, there were 85 problems which fell in this category; and these 85 problems represent 2.2 per cent of the 3,863 problems submitted by 1,994 principals. Column 1, therefore, shows, in number and per cent, the relation between the number of problems in each category and the total number of *problems* classified under all categories (3,863).

Column 2 shows the number of different principals who submitted problems under each category and the percentage which this number is of the total number of principals who replied. For example, in Category I, The Aims of the Secondary Schools, there were 80 different principals who presented problems which fell in this category; and this number is 4. per cent of the 1,994 principals who replied to the questionnaire. Column 2, therefore, shows in number and per cent the relation between the number of principals listing a problem under each category and the total number of *principals* submitting problems (1,994).

*These include letters sent to college members of the National Association of Secondary School Principals. The replies from this sourse are treated in Chart 12 and are not used in the make-up of the other charts.

CHART 3

SUMMARY OF PROBLEMS OF SECONDARY-SCHOOL PRINCIPALS

Category	Column 1*		Column 2**	
	Number	Per Cent	Number	Per Cent
I. The aims of the secondary school	85	2.2	80	4.
II. Improvement of the secondary-school program of studies: revision of the curriculum	1,396	36.2	1,088	54.5
III. Development of more effective methods of teaching	367	9.5	348	17.0
IV. Provision of an effective extra-curriculum program	268	6.9	227	11.3
V. Maintenance of appropriate educational standards	104	2.7	85	4.2
VI. Retention and guidance of pupils	379	9.8	358	17.0
VII. Extension of the secondary-school program to meet the needs of out-of-school groups not now adequately served	46	1.2	38	1.9
VIII. Effective supervision of instruction including in-service training	244	6.3	217	10.8
IX. Provision of an adequate teaching staff	131	3.4	116	5.8
X. Provisions for adequate buildings, equipment, and supplies	154	4.0	111	5.5
XI. Internal organization and administration	440	11.0	416	20.8
XII. Local financial problems: state and federal aid	12	...	12	...
XIII. Development of effective relations with the local community	180	4.7	162	8.2
XIV. School district organization	14	...	15	...
XV. Relationships with the state education department	43	1.	40	2.0

*Column 1 shows in number and per cent the relation between the number of problems in each category and the total number of problems classified under all categories (3,863).

**Column 2 shows in number and per cent the relation between the number of principals listing a problem under each category and the total number of *principals* submitting problems (1,994).

CHART 4

CATEGORY II: IMPROVEMENT OF SECONDARY-SCHOOL PROGRAM OF STUDIES: REVISION OF THE CURRICULUM

Classification of problems within the category	Number and percentage of replies within the category	
	Number	Percentage
A. General	258	*18.4*
B. Relative value in the program of studies	27	*2.*
C. Development of a program specifically designed to provide for individual differences	117	*8.7*
1. Special provisions for the bright	27	*2.9*
2. College	32	*2.3*
3. Special provisions for the dull	130	*9.3*
4. Special provisions for the nonacademic	125	*9.*
5. Noncollege	94	*6.7*
6. Rural	10	*-1.*
7. Other specified groups	24	*2.*
D. Revision of the program in specified fields		
1. Academic subjects	71	*5.*
2. Aesthetic subjects	5	*-1.*
3. Commercial subjects	4	*-1.*
4. Health education	24	*2.*
5. Industrial arts and vocational industrial subjects	10	*-1.*
6. Vocational education (general)	42	*3.*
7. Remedial reading	83	*6.*
E. Addition of subjects or types of instruction not included in the local program		
1. Academic subjects	10	*-1.*
a. Citizenship	59	*4.2*
b. Orientation and guidance	5	*-1.*
2. Aesthetic subjects	2	*-1.*
3. Agriculture	1	*-1.*
4. Character education	88	*6.3*
5. Commercial subjects	1	*-1.*
6. Health education	3	*-1.*
7. Home economics and vocational homemaking	4	*-1.*
8. Industrial arts and vocational industrial subjects	2	*-1.*
9. Preparation for worthy use of leisure	3	*-1.*
10. Safety education	10	*-1.*
11. Sex education	9	*-1.*
F. Correlation of subjects within the individual school	53	*3.8*
G. Adjustment of the program of studies to promote articulation with the programs of other schools		
1. With lower schools	20	*1.4*
2. With parallel school units	10	*-1.*
3. With colleges	14	*1.*
H. Achievement of an appropriate balance between required and elective subjects	17	*-1.*
Total	1,394	*97.50*

A more detailed analysis of the returns under each of the fifteen categories is presented in the pages following the summary. They are presented in a descending order according to the number of problems reported under each category.

Into this category fell over one third of the problems representing answers from more than half of the principals. This concentration of problems in the area of curriculum revision leads to the conclusion that secondary-school principals are quite generally questioning the present organization of the curriculum. That a considerable part of this questioning is due to the changing nature of the secondary-school population is indicated by the concern with adjustments for individual differences, particularly among the nonacademic, the dull, and the noncollege groups. There was a tendency among the smaller schools to assume that the solution of the problem of the nonacademic lies in the provision of shop equipment, but this conclusion is not borne out by the survey, because the large city schools, many with abundant equipment of this nature, also list the nonacademic as one of their chief problems. More than one fourth of all problems of curriculum revision specifically mentioned this group while only one twentieth of the problems had to do with the college group or the bright.

As a whole, principals were not unduly worried over revision of the program of studies in specified fields. The one exception was remedial reading which was specifically mentioned in 83 cases and was alluded to in many of the 71 cases listed under academic subjects.

It is also true that considerable desire for the revision of the curriculum arose out of concern for social needs of the community and the nation. This is evidenced by the fact that the development of materials for character education and for citizenship were the only problems in relation to the addition of subjects or types of instruction which received any marked attention.

A considerable number of the problems in each category were of such a vague nature as to resist any classification more specific than the one afforded them under the general heading. This accounts for the 258 problems in Category II under the general heading. It should be further noted that the range of problems proposed covered nearly every aspect of curriculum organization but in numbers insufficient to warrant more extensive comment.

Although 53 persons mentioned correlation or integration, the problems presented were of such a generalized nature as to leave one in doubt as to whether the extensive writing in the field has actually succeeded in the development of any clear meaning of these terms.

Examples of actual problems presented by principals follow. The state-

ments which follow give a fair picture of the range and proportion of problems presented.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORY II

Revision of the curriculum (general)

"What can we do to make a more interesting and effective program of studies?"

"Make the present curriculum take care of present-day needs."

"Should the program be based upon the needs in the local community, or should the needs of the entire state and nation have first consideration?"

"How may we keep our curriculum up-to-date?"

"How shall the curriculum be kept in continuous adaptation to the needs of the students?"

Individual differences (general)

"One problem that is always with us is how to care for the instruction of 'all the children of all the people' and at the same time maintain adequate high-school standards."

"What are the best techniques to employ in providing for individual differences in classes where there is a wide range of abilities, aptitudes, and interests?"

"To plan the instruction so that every pupil (I. Q. 70 or 170) will receive up to his capacity."

Bright and college preparatory

"With 'must' courses, such as safety, constitution, character, etc., being forced into the schools by various groups, how can we give a college-preparatory student the courses he wants besides those he needs and still get them into four years?"

"How can the high school prepare the few for college?"

"Shall we send our students who are better equipped and who hunger for learning to private high schools?"

"What to do about the superior and the retarded or low I. Q. group. It is easy to create a special section for them, but to get the teachers to work out a program of study which is fitted to their needs, yet which is challenging in its nature, is a difficult task."

"To what extent can a school, the great majority of whose students will go to college and therefore want most college preparatory courses, adapt the activity program and methods advocated by progressive educational leaders. Some modification of the old way of doing things is certainly desirable, but how far may we go?"

"The danger of submerging the intellectually able under the mass of mediocrity now in our schools."

Dull, nonacademic, noncollege

"What shall I offer a group of overage boys and girls of low I. Q., who are not at all interested in the usual subjects offered in high schools?"

"What can be done with the student who is not capable of meeting the requirements of this course?"

"How can we (if it is our function) care for low caliber pupils?"

"If the elementary schools are following the 'progressive' plan of pro-

moting to junior high school on the basis of age, what can we do to make the stay of the 'lowest third' pleasant and profitable?"

"What to do with a group of dull boys and girls who have been dragged through the elementary school and dumped into the high school year after year."

"What can be done for the so-called nonacademic pupil in the small high school?"

"Improving content of present courses and adding new courses to meet the needs of the new-type population who do not assimilate traditional material."

"How can the traditional subjects of our high school (English, mathematics, science, etc.) be made functional for the nonacademic students?"

"What guiding principles should govern the selection of subject matter for the ever-increasing number of slow book learners entering our senior high schools?"

"Should a wide variety of 'snap courses' be added to the program, or should attention be concentrated on a few fields in so far as slow learners are concerned?"

"What course or courses can the small rural high school offer for boys who are not college material?"

"What can a small high school, whose restricted budget does not allow for proper vocational courses, do for the majority of its students whose formal education ends with graduation from high school?"

"What can be done to give our students a foothold in earning a living after leaving school? Twenty per cent of our pupils go to higher schools of education. Our problem is, What can we do to help the 80 per cent who must earn a living?"

Remedial reading

"Inadequacy of textbooks to meet the needs of those pupils with low reading ability."

"What can we do about the retardation in reading to be found not only in the junior high school but in all levels including the universities?"

"The substitution of the picture show and overmuch family automobile riding for reading habits is causing a vocabulary poverty that makes the acquisition of history and English difficult for students."

"What shall we do for students in high school who are unable to read intelligently and to interpret the printed page?"

Character education

"If the development of attitudes, character, and personality is as important as it seems to be, should we not consider procedures and practices for accomplishing this? At present, we concern ourselves only with achievement in subject matter."

"How can students be made to realize that they should respect other students' property—books, paper, and clothing?"

"What can be done to combat the general idea that the school is a place to have a good time and that, when one graduates, there is always a PWA or WPA or a CCC in which he can find employment?"

"How to get all students to feel that while they are enjoying certain rights and privileges, they must assume definite responsibilities in order to perpetuate those rights and privileges."

"What will disprove the belief of the majority of our pupils that promotion and progress in life activities are the result of 'pull,' political or otherwise, rather than the result of continuous and intelligent effort?"

Citizenship

"Democratic institutions are under fire. What methods are used to make the high school exemplify the democratic way of life?"

"How to set up your school so the students will have to be good citizens to graduate from it rather than earn credits to graduate by reading about what constitutes desirable citizenship."

"How can we inspire in our youth to-day a respect for the democratic way of life and make the student 'evangelistic,' if you please, in the cause of the preservation and the perpetuation of the democratic way of life?"

"In trying to indoctrinate in favor of the democratic ideal, we are constantly faced with these two questions: (a) What objectives, goals, and aims are absolutely essential and generally acceptable? (b) Where and to what degree in the classroom should authoritarianism be permitted to step in?"

"How can we give students meaningful active citizenship practice so necessary for the future of democracy without having them lose sight of the democratic rights of the adult community?"

"What may we do to eliminate our pupils' cynical attitude toward the methods used in administering the affairs of local, state, and national government?"

Correlation and integration

"Which is the more desirable method of carrying on the so-called fusion or integrated curriculum in the senior high school?"

"How much integration should there be in the courses of study in a junior high school, and how can it best be planned in a city school system?"

"On every hand we hear plans for integration of subjects. We are a small, rural school with an enrollment of three hundred. How far should we go with any change like that in our curriculum?"

"The attempt to follow a core curriculum in many schools has led to nothing but confusion. Can we devise a core curriculum as a guide to our work in departments and keep the departments?"

"Integrate or fuse the subject matter properly."

"How can the curriculum be adjusted so that integration between subjects is possible?"

"Who should be responsible for developing the core curriculum content for our school and what should it include?"

CHART 5

CATEGORY XI: INTERNAL ORGANIZATION AND ADMINISTRATION

Classification of problems within the category	Number and percentage of replies within the category	
	Number	Percentage
A. General	68	*15.*
B. Improvement in attendance	56	*13.*
C. Assignment of pupils to class groups		
1. Class size	1	*.1.*

	2. Ability grouping	29	7.
D.	The scheduling of school activities		
	1. Pupils' schedules	13	3.
	2. Teachers' schedules	10	2.
	3. Length of class period	12	3.
	4. Length of school sessions	12	3.
	5. Provision for noon-hour activities	9	2.
	6. General arrangement of the schedule	6	1.
	7. Organization of study halls	17	4.
	8. Organization of extra-curriculum activities	29	7.
	9. Organization of home room	9	2.
E.	Administration of a testing program	40	9.
F.	Marking: reports to parents	72	16.
G.	School organization	8	2.
	1. Grade organization	7	2.
	2. Departmentalization	15	3.
H.	Provision of health services	4	1.
I.	Administration of the library	7	1.
J.	Records	7	1.
K.	Transportation: field trips	7	1.
L.	Janitorial service	2	.1.
	Total	440	100.

Although 416 different principals submitted 440 problems in the category of Internal Organization and Administration, the replies were scattered over so wide a variety of specific problems that in only a few cases did even five per cent of the problems fall in any well-defined area. Marks and reports to parents caused more concern than any other problem in this area, but the improvement of attendance and the administration of the testing program followed close behind. Coupled with the provision of an effective extra-curriculum program in Category IV was the question of how to organize extra-curriculum activities in the category under discussion.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORY XI

"How may I develop a grading system that is fair to the teacher, the student, and the parent, and, at the same time, not place too much emphasis on grades and credits, rather than the acquisition of knowledge and the ability to think?"

"What should be the ratio of value of a commercial subject to a college-preparatory subject in competition for school honors?"

"What is the proper basis of promotion? Should teacher judgment supersede raw scores of the teacher?"

"What rating or grade should be given students who work up to their ability in such subjects as English but whose scholarship is still very low?"

"What is the best method of reporting pupil progress to parents?"

"What method of reporting to parents will satisfy the broad objectives of education in the departmentalized school?"

"What is the best method for recording and reporting student growth and development in attitude, habits, and skills?"

"Is it advisable to accept written requests of parents when they interfere with the scholastic work of the child?"

"What methods of attendance recording can be used to ensure regular attendance on the part of all students? What other factors encourage regular attendance?"

"How can we keep up the attendance?"

"What to do with students who are retarded because of absence."

"The first problem is the matter of rating pupils on citizenship. I would like to know what factors are generally considered in making a record of pupils' citizenship, by whom the record is generally made, how and where it is kept, what use is made of it, etc."

"How can we arrive at a standard of achievement?"

"The whole question of evaluation: the factors to be considered and how to measure them."

"What kinds of aptitude tests should be applied to students desiring to enter Girls Vocational School?"

"Do final examinations have a place in the secondary school?"

CHART 6

CATEGORY VI: RETENTION AND GUIDANCE OF PUPILS

Classification of problems within the category	Number and percentage of replies within the category	
	Number	Percentage
A. The continuance of pupils in school		
1. Desirability of eliminating certain types of pupils	7	*2.*
2. Increasing the school's retention of pupils	33	*9.*
a. Retention of less able pupils	5	*1.2*
B. Development of an effective program of guidance	148	*39.*
1. Educational guidance	34	*9.*
2. Vocational guidance	40	*11.*
3. Placement	22	*6.*
4. Techniques of guidance	26	*6.9*
5. Guidance of personnel	48	*13.*
6. Social guidance	6	*1.4*
7. Personal guidance	10	*2.5*
Total	379	*99.20*

Although Rentention and Guidance of Pupils ranks third in the number of problems assigned to it, only one problem in eight was in the field of *retention* of students while seven of the eight problems were in the area of guidance of the pupils already in school. More than half the problems submitted dealt with the general, and often vague, program of guidance and with better-qualified guidance personnel. It would appear that of the specific problems presented, vocational and educational guid-

ance were more often a matter of concern while social and personal guidance were less frequently sensed as problems.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORY VI

"Determination of play for wise guidance of pupils both in educational selections and help in preparation for economic independence after high school."

"How much longer are we going to talk about guidance without knowing what we mean by guidance?"

"How much guidance, vocational and educational, are secondary schools called upon to furnish? How should this be handled—by special directors, classroom teachers, or both?"

"Making the guidance program a definite part of the curriculum through the subjects now taught rather than hang on the high-school course an arificial guidance setup."

"Problem of setting up guidance courses that will function among teachers not particularly trained in the field, with all of them having a full daily load."

"How should vocational guidance be attacked in high school, that is, not the immediate procuring of a job, but an interest in a future job and the avenues to it? What are the best books and magazines for such a study?"

"The lack of knowing how to advise on vocations, especially manual labor, when our local situation is bad."

"We have boys who come from families with a long professional background. The boys wish to follow one of the trades. What is the best way to convince fond parents that the boy should be permitted to follow a trade?"

"What ways may be devised to give practical instruction for future vocational and community life?"

"How to advise and give advice to our graduates seeking a life opportunity."

"In a strictly agricultural community, with no direct contact with industry or the professions, what effective educational and vocational guidance programs can best be provided for our schools?"

"To what extent should we endeavor to continue our attempt to increase the effective guidance of students in the prevention of their 'too early' specialization in any given field of study or activity?"

"What can be done to make students believe that the successful scholars are just as important as the successful athletes?"

"How is the student going to know (during his high-school career) if he is a nonacademic student?"

"How can vocational and educational guidance best be handled in an organized and individualized manner in our school of over five hundred enrollment with each of the nineteen teachers carrying a full load?"

"What is the school doing to aid the high-school boy and girl who are not going to get themselves jobs and make proper adjustment after graduation?"

CHART 7

CATEGORY III: DEVELOPMENT OF MORE EFFECTIVE METHODS OF TEACHING

Classification of problems within the category	Number and percentage of replies within the category	
	Number	Percentage
A. Improvement of general method	117	32.
B. Motivation	164	44.7
C. Improvement of study habits	46	11.
D. Discipline	24	6.5
E. Special instructional devices	16	4.3
Total	367	97.15

The one problem which stands out above the others in this category had to do with motivation of instruction. In all but a very few cases, the problem was expressed as an inquiry into better methods for pupil learning of what the school already provides; in a few cases, the problem was phrased as an inquiry into better objectives for the students, and in only a very small fraction of the questions was there any intimation of the idea that the student could be better motivated if he shared in planning the objectives of the school or of a particular subject. Often the problem seemed to concern the nonconformity of the student with the school and seldom the nonconformity of the school with the actual needs of the child and his community. This same characteristic appeared even more clearly in category thirteen, which deals with the development of effective relations between the school and the community.

More than one hundred problems had to do with improvement in general methods of instruction. Some of these problems were attempts to "sell" a given idea or curriculum to the student body, others asked for a better method for prevention of failures, and still others requested an improved technique for individualized instruction.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORY III

Improvement of general method

"Where shall the initiative of the student end and the responsibility of the teacher begin?"

"How can we raise the level of scholarship and still reconcile this aim with our desire to decrease failures?"

"How can the reorganized curriculum of the high school be 'sold' to the student body?"

"How can we better individualize instruction in a growing educational system which must be organized on a mass basis?"

"How can the public high schools best incorporate into their curriculum the worth-while progressive technique and at the same time not lose what I believe to be fundamental in educational procedure: hard work, mastery of subject matter, and ability to think?"

"What further efforts can be made by our teachers to make the present program of instruction more practical for the students?"

"How can a senior high school develop and organize teaching techniques that provide for individualized instruction with equal effectiveness in all subject-matter fields?"

Motivation

"What can be done to correct the attitude of the majority of students that it is not a worth-while goal to work hard enough to get on the honor roll?"

"Their academic morals are low. They are not particularly concerned if they have low marks or even failures. We have absolutely failed to find the stimulant which will give them the necessary spark for achievement."

"Students do not seem to be willing to accept standards or values heretofore held out as inducements to put forth effort. It would seem that we must find new means of selling the old standards or set up new standards which would appeal under what seems to be changed conditions."

"What can be done to develop in the pupils the conviction that their learning materials should be pursued to the extent of mastery?"

"How can we most effectively reach the indifferent student with ability and create enough interest for continuance in school despite the unconcern of some parents and lack of parental control of others?"

"How to get more students to feel the desire to want to learn."

"How may we best combat the chaos resulting from 'soft' ideals and methods now so prevalent?"

"What can we do with the increasing number of students who are thinking that it is the government's duty to take care of them whether or not they do anything to make a living or to prepare to make a living?"

"How can we eliminate artificial incentives (marks, medals, honor societies, etc.) and set up real values that will challenge the best effort of each pupil?"

CHART 8

CATEGORY IV: PROVISION OF AN EFFECTIVE EXTRA-CURRICULUM PROGRAM

Classification of problems within the category	Number and percentage of replies within the category	
	Number	Percentage
A. Development of the extra-curriculum program	116	*43.*
1. Assemblies	13	*5.*
2. Athletics	29	*11.*
3. Excursions	1	*.1.*
4. Graduation exercises	1	*.1.*
5. Home-room activities	20	*7.5*
6. Pupil participation in school government	23	*8.6*
7. Social activities	13	*5.*
8. Special activities	2	*.1.*
B. Relation between extra-curriculum activities and the curriculum programs	34	*13.*
C. Financing of extra-curriculum activities	16	*6.*
Total	268	*101.11*

Problems relating to the provision of an effective extra-curriculum program were listed by one principal in nine of those making returns. Many problems in this area, as in the case of curriculum revision and the development of more effective methods of teaching, were stated so broadly that any attempt to analyze them further met with failure. The relationship between extra-curriculum activities and the regular curriculum program caused most frequent concern. The development of athletics, pupil participation in school government and the place of the home room in relation to the other activities of the school were mentioned most often. The problems presented in these fields showed a tendency to question the isolation of certain activities from the regular curriculum and at least raised the question of their inclusion in the regular work of the school. Many of the problems indicated that, in principle, these extra-curriculum activities have been accepted as a part of the regular curriculum but that in practice, class schedules, transportation, the community, and some teachers are not yet adjusted to such a conception of the curriculum.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORY IV

"The growing costs of maintaining bands, orchestras, and athletics."

"What can we do to overcome the fact that teachers are needed to sponsor such extra-curriculum activities as the student council, safety patrol, pep squad, etc., and yet these teachers are not trained in college for such work because the colleges offer no such training?"

"How much school time should be given to class plays, Christmas programs, operettas, and the like in a small school where most (90 per cent) of the students come to school in buses?"

"Should extra-curriculum activities be subsidized by the board of education?"

"What means might be employed in order to stimulate both teachers and pupils to conduct an activity program primarily for its educational value?"

"How can overemphasis of interschool athletics be curbed?"

"Is it advisable to conduct interscholastic contests for girls "

"How can we build up our intramural program for boys when the physical training teacher is under great community stress to produce winning varsity teams?"

"How do the best high schools make football an educational feature of the school rather than an exploitation agency?"

"Should basketball practice come within the six-hour school day?"

"Determination of the point where extension of democratic control in student government runs counter to effective administrative control."

"How can activities be reorganized and placed under student control in order to provide the maximum amount of democratic experience in participation and administration?"

"How can I secure and how far can I go in developing student participation in the government and administration of my school?"

"Is there any way whereby the home room may be an effective means for guidance rather than an administrative device?"

"What should be the program of home-room projects and activities?"
"How can we obtain the maximum value from the home room as a means toward improving citizenship?"

CHART 9

CATEGORY VIII: EFFECTIVE SUPERVISION OF INSTRUCTION INCLUDING IN-SERVICE TRAINING

Classification of problems within the category		Number and percentage of replies within the category	
		Number	Percentage
A.	General	75	30.
B.	Supervision under adverse condition in the local community	5	2.
C.	Supervision of special types of teachers	24	10.
D.	Special supervisory problems	111	45.
E.	Time and staff for supervision	23	9.
F.	The principal's professional improvement	7	3.
	Total	245	99.

Although effective supervision is not one of the major problems so far as totals in the general category are concerned, yet it is noteworthy because of the concentration of problems in two subdivisions. In-service training of teachers is the problem suggested most frequently and it was found under the general heading as well as under B, Supervision of Special Types of Teachers. It was also one of the special supervisory problems noted. Other supervisory problems which were evident are: the most effective type of faculty meeting; curriculum reconstruction by the teachers; the function of the supervisor in the guidance setup of the school; and the fostering of better parent-teacher coöperation.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORY VIII

"How to get teachers to teach from a guidance viewpoint."
"What supervisory changes will be necessary to accompany the new curriculum and teaching procedures?"
"How can teachers be brought to an acceptance of desirable pupil growth as a standard rather than the acquisition of so much subject matter?"
"How can a small faculty group of a five-teacher high school find time to engage in professional faculty meetings?"
"How can we get our whole staff to develop a modern philosophy of education which will help them really to appreciate the importance of individual pupil growth as compared with the meeting of arbitrary class or group standards?"
"What is the most effective method of getting daily preparation by teachers?"
"How to put in practice any 'new curriculum' ideas."
"How to organize and direct faculty for a program (continuous) of curriculum revision?"
"How to organize and direct in-service teacher growth and really develop a professional attitude."

"How to implement new practices in education when our personnel does not feel the need for anything 'newfangled.' "

"How may I assist the teachers in building a sound philosophy of education?"

"The problem of organizing a more democratic supervisory program with the child as the center, with teacher participation."

CHART 10

CATEGORY XIII: DEVELOPMENT OF EFFECTIVE RELATIONS WITH THE LOCAL COMMUNITY

Classification of problems within the category	Number and percentage of replies within the category	
	Number	Percentage
A. General	88	52.
B. Relating the work of the school to community conditions and needs	9	5.
C. Enlisting community support for specified projects	4	2.
1. General expansion of the school program	9	5.
2. Introduction of specified subjects of study	5	3.
3. Improvement in attendance	8	4.
4. The school health program	2	1.
5. Citizenship training	7	4.
6. Extra-curriculum activities	9	5.
7. Guidance	4	2.
8. Provision of an adequate building program	2	1.
9. Home study	6	3.
D. Relationships with the board of education	17	10.
Total	170	97.

The problems presented under this category were few in number, only 162 principals mentioning 170 different problems in this field. Then, too, just half the problems mentioned were so vague that they resisted any breakdowns into specifics. Of the problems which were specific, the one which dealt with relationships between the principal and the school board was the only one which had as many as ten responses. Under the subheading A, Relating the Work of the School to Community Conditions and Needs, were nine problems; and under subheading B, Enlisting the Community Support for Specified Subjects, were 56 problems. It seems important to point out that six times as many problems were found in the area of community support for the things which the school desired as there were in the area of attempting to find out what the needs of the community actually were and then attempting to supply those needs. A few problems were based on the desire for better relationship between the school and the public, but most of the problems stated the desire of the principal to have the community accept the aims of the school.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORY XIII

"How can the purposes, activities, and courses of study of the large junior high schools be interpreted effectively to parents and taxpayers?"

"What is the most effective way of getting a quiescent population to see and realize that education is a thing that must be changed as customs, practices, and circumstances change, and that a school and its teachers have not gone 'nuts' when they depart in their methods and procedures from the way their generation was taught?"

"How can the school be better advertised to the community?"

"How can the general public be made aware of their ignorance concerning economic and social problems?"

"How can I best acquaint the public and parents with the purposes and work of the school?"

"Does our school receive the proper amount of publicity in the community?"

"How can educators in small communities acquaint patrons with modern conceptions of the goals of education with a view to securing better coöperation from the patrons who resent the introduction of new procedures in the school?"

"An unsympathetic press."

"How can schoolmen work against, set, narrow-minded backward people? Many people here are living in 1860; this is a rough stock country."

"Parental interference has been a disturbing factor in this school for the past two years during which I have been principal."

CHART 11

CATEGORIES I, V, VII, IX, X, XII, XIV AND XV

[These are combined into one table because of the small number of replies falling under each category or because of the small number of subdivisions within the category.]

Classification of problems within the categories	Number and percentage of replies within the categories	
	Number	Percentage
Category I: The aims of the secondary school	85	100.
Total	85	100.
Category V: Maintenance of appropriate educational standards		
A. The determination of appropriate standards	26	25.
1. Standards for admission to the secondary schools	6	6.
2. Promotion standards	11	10.
3. Standards for graduation	31	30.
B. Raising the level of pupils' accomplishment	13	12.
1. Maintenance of appropriate standards for superior pupils	2	2.
2. Maintenance of appropriate standards for less able pupils	15	15.
Total	104	100.
Category VII: Extension of the secondary-school program to meet the needs of out-of-school groups not now adequately served.		

A. High-school postgraduates	27	60.
B. Graduates and nongraduate out-of-school groups	19	40.
Total	46	100.

Category IX: Provision of an adequate teaching staff		
A. The selection of teachers	16	12.
1. Local handicaps to effective selection	28	21.3
2. State certification as an element in selection	8	6.
B. Retention of well-qualified teachers	15	12.
C. Qualifications of the present staff	13	10.
1. Need of better-qualified teachers in specified subject fields	6	5.
2. Inability to conduct an effective guidance program	5	4.
D. Size of staff	22	17.
1. Staff not large enough to provide for certain specified needs	14	10.
E. Inadequate finances	4	3.
Total	131	100.3

Category X: Provisions for adequate buildings, equipment, and supplies		
A. Building, old, crowded, or inadequate	37	24.
1. Existing facilities improperly planned	1	-1.
2. Lack of needed facilities for specified purposes	20	13.
B. Provision of textbooks and other instructional supplies	46	30.
C. Inadequate finances	50	32.
Total	154	100.

Category XII: Local financial problems: state and federal aid		
A. State aid	9	75.
B. Federal aid	3	25.
Total	12	100.

Category XIV: School district organization		
A. Competition among schools	7	50.
B. Problems following on centralization	6	49.
C. Creation of special school units	1	1.
Total	14	100.

Category XV: Relationships with the state education department		
A. State department regulations with respect to the high-school curriculum	31	72.
B. Certification of teachers	1	2.
C. Regional accrediting agencies	8	19.
D. College influences on teacher training	3	7
Total	43	100.

The remaining fifteen per cent of the replies were scattered among the eight categories presented above. It would seem advisable to point out several characteristics of these replies. The infrequency of attention to problems concerned with extension of the secondary-school program to out-of-school groups not now adequately served (Category VII) is striking. Even with problems which deal with placement grouped together under this head, less than four per cent of the principals said that this was one of their pressing problems. Just 38 different principals of the 1,994 who replied to the quiestionnaire reported any problem which dealt with graduate on nongraduate out-of-school groups and postgraduates who were in school. In Category V, the problem which caused most concern was what to do about standards for graduation, while the whole question of how to determine appropriate educational standards seemed bothersome.

Under Provisions for an Adequate Teaching Staff, in Category IX, the one problem which was raised most frequently dealt with the local handicaps to effective selection of teachers. The two greatest local handicaps to the effective selection of teachers were: (1) the economic problem of paying salaries adequate to acquire and retain well-qualified teachers; and (2) the practice of school boards in employing local candidates, even when poorly prepared, and the inability of superintendents to dismiss local teachers, even when they have proved to be inadequate.

Although the provisions for adequate buildings, equipment, and supplies were implied in a large percentage of the problems, those who actually formulated their demands as problems of vital importance were a relatively small group. Of these, the demand for instructional supplies and for better buildings made up the majority of those who were specific in their answers.

SAMPLES OF PROBLEMS PRESENTED UNDER CATEGORIES I, V, VII, IX, X, XII, XIV, AND XV

Category I. The Aims of the Secondary Schools.

"What are the legitimate objectives of our secondary schools?"

"How far can we afford to go in making our school a democratic institution?"

"Are we ready to throw out the idea of formal discipline in our schools until we are sure the proposed substitutes (i. e. "Progressive" education) are better?

"How 'progressive' should a school be that is primarily interested in developing a sound educational program?"

"How can the secondary school find the middle road between the progressive and the conservatives in educational thinking. The college and business world complain of the lack of fundamental skills among our graduates. Aren't the progressives drawing us into deeper water here?"

"How and when do we know whether we are a progressive school or not?"

"Is it possible to be progressive and still be looked upon as conservative?"

"I believe in many of the principles advocated by the right wing leaders of progressive education. I think it is high time, however, when the left wing radicals are brought into the open and made to declare their true backing."

"The conflicting philosophies of education. Shall I adopt the progressive philosophy in my school or shall I adhere to the essentialist program? Is progressive education sound or is it a passing fad? How can a principal find some authoritative philosophy of education in a mass of conflicting philosophies?"

Category VII: Extension of the secondary-school program to meet the needs of out-of-school groups not now adequately served

"How can a public secondary school assist its nonvocational, noncommercial, and noncollege-going graduates to secure positions or jobs?"

"An adequate placement bureau for the junior college and high schools."

"The problem of finding positions for our graduates is indeed serious and may be the most serious problem confronting the schools to-day."

"What about the boy and girl our high schools fail to reach?"

"Should the school attempt to continue its influence in the lives of those young people who drop out of school before graduation but who remain in the community? If so, by what means?"

"How can adults with precarious living be interested in education?"

"What are the best ways to keep adults interested in any class when their backgrounds are so different from each other?"

"How can the small schools, without varied types of vocational training, help stranded graduates and unemployed youth?"

"What is the obligation of the public school to the greatest number of boys and girls who have finished the regular school course and who are not employed?"

"What types of public education should be free to all beyond the twelfth year?"

"How can we supply a college education to those who are fitted for it, but who cannot afford it?"

Category V: Maintenance of appropriate educational standards

"How long must high schools continue to force all who wish a diploma through the same general courses?

"Shall we continue to grant the same diploma to the student who has missed the basic subjects, while another has a well-rounded educational program?"

"Should a modern high school with wide variations in student ability award a diploma?"

"What type of recognition can be given the low-grade students at the end of four years, certificate of graduation, vocational certificate, or what?"

"Is it necessary to designate on the diploma the course of study pursued by the child?"

"Shall we give equal credit for all full-time courses offered in the high school, or shall we continue to count some courses as definite solids, and others as nonsolids?"

"How can a desirable scholastic standard be maintained without impairing our ever-developing program of so-called extra-curriculum activities?"

"Should the high school adopt the policy of 'no failures' and operate on the supposition that every pupil reaching high school can do enough to pass, or should the high school adopt certain standards and expect the pupils to attain these before they can graduate?"

"How can we maintain standards of scholarship, character, and behavior?"

Category IX: Provision of an adequate teaching staff

"How to secure competent instructors when public sentiment demands that local talent surpasses anything available, and how to dismiss the local individual after said person has proved to be inferior."

"When are the school boards of the country going to quit imbreeding their school systems with local products?"

"Almost 100 per cent turnover in the faculty of the secondary school because of the low salaries that we are able to pay."

"How may we retain interest and enthusiasm for new work among teachers afflicted by reduced salaries?"

REPLIES FROM COLLEGE TEACHERS AND ADMINISTRATORS

In addition to the submission of problems by secondary-school administrators, 130 problems were received from 116 college teachers and administrators. These replies were treated in exactly the same manner as those received from secondary-school administrators and the summary is presented below. Only replies in Category II were numerous enough to break up into subcategories.

CHART 12

SECONDARY SCHOOL PROBLEMS REPORTED BY COLLEGE TEACHERS AND ADMINISTRATORS

	Column 1		Column 2		Column 3	
	No.	%	No.	%	No.	%
Category I: The aims of the secondary school			6	5.	6	5.
Category II: Improvement of the secondary-school program of studies; revision of the curriculum						
General	37					
Nonacademic	7					
Character education	2					
Citizenship	1					
Gifted	1					
Individual differences	3					
Total			51	40.	41	35.3
Category III: Development of more effective methods of teaching			12	10.	11	10.
Category IV: Provision of an effective extra-curriculum program			2	1.	2	1.
Category V: Maintenance of appropriate educational standards			0	..	0	..

Category VI: Retention and guidance of pupils	11	*9.*	10	*8.*
Category VII: Extension of the secondary-school program to meet the needs of out-of-school groups not now adequately served	4	*2.*	4	*3.*
Category VIII: Effective supervision of instruction including in-service training	14	*10.*	14	*12.*
Category IX: Provision of an adequate teaching staff	8	*6.*	8	*7.*
Category X: Provisions for adequate buildings, equipment	..	..	..	..
Category XI: Internal organization and administration	15	*11.*	14	*12.*
Category XII: Local financial problems: state and federal aid	..	..	..	..
Category XIII: Development of effective relations with the local community	7	*5.*	6	*5.*
Category XIV: School district organization	..	..	..	..
Category XV: Relationships with the state education department	..	..	..	..

THE NATIONAL SCOPE OF THE PROBLEMS

The complete summary of the meanings and implications of the details of this report was presented to the members of the Association by Dr. Spaulding in the March issue of THE BULLETIN; and that summary, which is reprinted in the present number, should be read in connection with this part of the report. Another point worthy of mention is that, although in the educational literature of the period much emphasis has been placed on the uniqueness of the problems which face each high-school administrator and his faculty, little has been said about the similarity of their general problems. Undoubtedly, all general problems have local implications and variations but the breakdown of the replies received into their different categories for single states with larger number of replies (Chart 13) and each section of the country (Chart 14) does not support the contention that, as far as the main categories are concerned, any state or any section of the Republic is disproportionately concerned with any special problems. If the deductions from the charts are correct, it seems obvious that implementation of an educational policy on a national basis is not only possible but desirable.

When Massachusetts and Missouri agree as to the importance of a revised curriculum and when the North Central states and the New England states agree on the same problem and when the widest deviation of any section from the national mean in this category is four per cent, there seems to be ample evidence of a national dissatisfaction with the curriculum of the schools. This evidence points to the demand for a better adjustment of the curriculum to the present-day students on a scale nation-wide in scope.

CHART 13

Breakdown of Problems into Categories from States Which Replied Most Heavily

(The national averages are added at the bottom of this chart only in order to compare them with the averages of the states which replied most heavily.)

State	No. Schs.*	Categories																				Total**
		I		II		III		IV		V		VI		VII		VIII		IX		X		XI		XII		XIII		XIV		XV		
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
California	195	9	*3.*	127	*39.*	23	*7.*	6	*2.*	14	*4.*	26	*8.*	11	*3.5*	25	*7.5*	12	*3.6*	7	*2.*	46	*14.*	4	*1.*	16	*5.*	1	.	2	.	329
Maryland	174	1	.	98	*30.*	41	*13.*	31	*10.*	3	*1.*	31	*10.*	3	*1.*	20	*6.*	6	*2.*	17	*5.*	45	*14.*	0	.	17	*5.*	3	*1.*	2	.	318
New Jersey	151	8	*3.*	98	*40.*	26	*10.*	10	*4.*	11	*4.4*	30	*12.*	3	*1.*	18	*7.*	7	*3.*	4	*1.8*	24	*10.*	0	.	12	*5.*	0	.	3	*1.*	254
Illinois	124	4	*2.*	69	*36.*	14	*7.2*	10	*5.*	4	*2.*	18	*10.*	2	*1.*	10	*5.*	10	*5.*	4	*2.*	24	*12.5*	6	*3.*	11	*6.*	2	*1.*	4	*2.*	192
Kentucky	132	8	*3.*	59	*23.1*	31	*12.*	23	*9.*	7	*3.*	21	*8.4*	1	.	10	*4.*	16	*6.4*	15	*6.*	34	*13.3*	5	*2.*	16	*6.4*	3	*1.*	6	*2.4*	255
Ohio	104	2	*1.*	54	*33.1*	17	*10.6*	11	*7.*	3	*2.*	20	*12.*	3	*2.*	16	*10.*	2	*1.*	2	*1.*	24	*15.*	2	*1.*	5	*3.*	0	.	2	*1.*	163
Missouri	82	3	*2.*	48	*33.6*	20	*15.*	14	*10.*	2	*1.*	14	*10.*	0	.	14	*10.*	1	.	1	.	14	*10.*	2	*1.*	9	*6.*	0	.	1	.	143
Massachusetts	88	3	*2.*	45	*33.1*	17	*12.*	5	*3.5*	5	*3.5*	16	*11.*	5	*3.5*	6	*4.*	3	*2.*	8	*6.*	13	*9.*	0	.	9	*6.*	0	.	1	.	136
Average of each category for national returns			*2.6*		*32.9*		*10.*		*6.2*		*3.*		*11.*		*1.2*		*6.2*		*3.5*		*3.6*		*12.6*		.		*5.4*		*1.2*		

*Number of different schools heard from.

**Number of different problems submitted (more than one problem from most schools.)

CHART 14

THE NUMBER AND PER CENT OF REPLIES FOR EACH SECTION, AND FOR THE COUNTRY AS A WHOLE, WHICH FELL INTO EACH CATEGORY

Section	Categories															Total*
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	
New England	11 *4.*	93 *34.*	33 *13.*	11 *4.*	8 *3.*	34 *13.*	5 *2.*	14 *5.*	4 *2.*	11 *4.*	24 *9.*	2 .	15 *6.*	1 .	1 .	267
Middle States	10 *2.*	199 *34.*	69 *12.*	41 *7.*	15 *3.*	62 *11.*	6 *1.*	38 *6.*	13 *2.*	21 *4.*	70 *13.*	0 .	29 *5.*	3 .	5 *1.*	581
Southern	6 *2.*	102 *23.5*	38 *11.*	24 *7.*	9 *3.*	36 *10.*	1 .	20 *6.*	20 *6.*	17 *5.*	54 *15.*	4 *1.*	19 *6.*	1 .	6 *2.*	357
North Central	40 *2.5*	507 *32.*	166 *10.*	127 *8.*	33 *2.*	176 *11.*	12 .	109 *7.*	56 *3.5*	52 *3.*	197 *12.*	4 .	75 *5.*	9 .	22 *2.*	1,585
Pacific	13 *2.5*	187 *36.*	42 *8.*	24 *5.*	20 *4.*	50 *10.*	14 *3.*	36 *7.*	23 *4.*	10 *2.*	71 *14.*	2 .	24 *5.*	1 .	6 *1.*	523
Averages	*2.6*	*32.9*	*10.*	*6.2*	*3.*	*11.*	*1.2*	*6.2*	*3.5*	*3.6*	*12.6*	.	*5.4*	.	*1.2*	
Total	80	1,088	348	227	85	358	38	217	116	111	416	12	162	15	40	3,313

*The total number of different problems submitted by each section. Many principals submitted problems in more than one category.
The percentages represent the percentage of replies of the section which fell in each category.

EDUCATIONAL PROBLEMS CAUSING ADMINISTRATORS MOST CONCERN DURING THE PAST TWO YEARS*

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The first part of this report is a report of progress by the Committee on Implementation of the National Association of Secondary-School Principals.

Under the chairmanship of Will French, of Teachers College, the Implementation Committee began active work shortly after the winter meeting of the Association at Atlantic City in 1938. At the time of its establishment, the Committee had been assigned no clearly defined duties. Its general responsibility, as the Committee itself interpreted that responsibility at its first meeting, is to furnish all possible assistance to the members of the Association in putting into effect in their schools the program of secondary education which will most directly meet current educational needs. The Committee believes that it can be of greatest service, not by attempting to assist at the outset with a great variety of problems, but by dealing with one major educational function or issue at a time.

To make sure that, from the beginning, it is offering as much real help as possible, the Committee plans to give first attention to the problems regarded as most pressing by high-school principals in general. Reports from two of the eastern states have offered a clue to what these problems are. In 1936, the New York State Regents' Inquiry asked each high-school principal in New York State to define the two or three educational problems which had recently caused him most concern in the administration of his school. Replies were received from nearly two thirds of the 985 New York State principals; the replies most often mentioned problems connected with the improvement and expansion of the program of studies, the problem of meeting the needs of pupils for whom the conventional academic program is inappropriate, standing out more prominently than any other. In 1938, the seven hundred members of the discussion groups organized by the National Association of Secondary-School Principals in Pennsylvania voted to concentrate their attention on this same problem—the problem occasioned by the increasing numbers of high-school boys and girls who are not interested in academic studies or are not able to meet the usual academic standards.

The Committee has wanted a wider expression of judgment, however, than that represented by reports from only two of the forty-eight states. Accordingly, it enlisted the aid of the coördinators in charge of discussion groups in the other forty-six states and the District of Columbia, in sending

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out, last November, a brief questionnaire similar to that used in the New York study. Members of the Association and certain other high-school principals were asked a single very general question: "What one or two problems in the conduct of your educational program have caused you most concern within the last year or two years?" Nineteen hundred and ninety principals, representing all the states to which the questionnaire was sent, replied to this question. Their replies furnished the Committee with 3,863 separate statements of problems. Many of these statements had been formulated, according to reports from the principals, on the basis of faculty discussion in the local schools; so that the replies represent a consensus of opinion among many more individuals than the 1,990 principals who responded. The replies have been analyzed for the Committee by Robert Patrick, a graduate student in education at Teachers College. Mr. Patrick's summary, which the Committee may be able later to publish in full, provides the major factual basis for this report.

The replies have made it evident that the problem of meeting the needs of nonacademic pupils is of paramount concern to high-school principals everywhere. More than half the principals who listed their chief problems for the Committee, mentioned problems connected with revision of the curriculum; and of the replies which definitely indicated the types of pupils for whom the need for curriculum revision was acute, three out of every four specified dull pupils, or nonacademic pupils, or noncollege pupils. How widely and how keenly this problem is felt may perhaps be suggested by quotations from some of the statements which the Committee has received. From California a principal writes: "What provision can be made by a high school (without increasing the school budget greatly) for students who must attend school until the age of sixteen, but who are mentally incapable of handling any high-school work, even in 'retarded' classes?" Three thousand miles away, in Connecticut, a junior high-school principal asks: "How shall we meet the needs of low mentality pupils who 'do not like school' and for whom industry has no place?" An Ohio principal states the problem somewhat differently: "The most difficult problem this school faces is to find suitable material for the overage, low I. Q. pupil and get the community to accept it." Again, from Maryland: "How can we provide for those who cannot or will not profit by the formal type of education but who are under the compulsory school age?" And, from Missouri (appropriately enough), perhaps the most troubled plaint of all: "Who is the nonacademic student and what can the small high school do for him?"

Because the problem of the nonacademic pupil comes so clearly to the front in the majority of these statements, the Committee intends to deal immediately with this problem. Its plan is first to canvass educational literature for promising suggestions as to methods of teaching, curriculum

materials, and forms of school and class organization which will meet the needs of young people who properly belong in the secondary school, but who are not likely to profit by the conventional curriculum. Having brought together what seem to be the best suggestions for adapting the school program to these young people, the Committee intends to summarize these suggestions in a special handbook which will be sent to members of the Association. Principals who receive this handbook will be asked to comment critically on the various plans which it describes, from the standpoint of the practicability of these plans and of their effectiveness in individual schools which have tried them out. Principals will be asked also to describe any plans with which they are familiar, which seem to them more promising than the plans outlined in the handbook.

At the same time that the handbook is being prepared and circulated, the Committee hopes to develop a method of evaluating objectively the provisions which individual schools may be making for nonacademic pupils. If a sound method of evaluation can be developed, the Committee intends to ask the coöperation of members of the Association in actually testing the effectiveness of various programs. Through all these means, the Committee hopes eventually to be able to recommend to the members of the Association certain plans which have stood the test both of critical appraisal by administrators and teachers, and of actual trial under a wide variety of cirrcumstances.

This is an ambitious program. Various factors—lack of funds, the difficulty of finding a method of appraising school programs objectively and convincingly, the human shortcomings of the members of the Committee—may enter in to prevent its complete fulfillment. The program has been so devised, however, as to accord with what Professor Briggs calls the principle of "so far forth": the principle that each succeeding part of a constructive program should be of value in itself, even though the program may not be completed in its entirety.

The work that the Committee has already done would seem, in fact, to be of some value in itself, beyond the value it has had in suggesting to the Committee the problems with which to begin. Mr. Patrick's analysis of the whole range of problems suggested by members of the Association brings to light a number of significant trends in the thinking of high-school principals throughout the United States. It may be appropriate to summarize certain of these trends, because they point to matters which the National Association of Secondary-School Principals, as a professional body, ought to recognize about itself. The rest of this report will therefore be devoted not to an elaboration of the plans of the Implementation Committee but to brief comments on some of the replies which the Committee received to its request for statements of problems. For these comments the speaker, and not the Implementation Committee, is responsible.

One of the most obvious conclusions to be drawn from the replies in general is that high-school principals are by no means of a single mind with respect to the problems most needing attack. The problems reported in response to the Committee's questionnaire were classified according to the major areas which the problems themselves suggested, rather than according to a fixed and predetermined scheme of grouping. Fifty-five per cent of the principals listed problems in connection with the improvement of the curriculum, and thirty-six per cent of all the problems described fell under this head. But the remaining problems were scattered over fourteen major areas: the aims of the secondary school, the development of more effective methods of teaching, the provision of an effective extra-curriculum program, the maintenance of appropriate educational standards, provisions for educational and vocational guidance, the extension of the school program to meet the needs of out-of-school groups, the supervision of instruction, provision of an adequate teaching staff, the securing of adequate buildings, equipment, and supplies, local financial problems, the development of effective relations with the local community, school district organization, relationships with the state education department, and a host of problems concerned with various aspects of internal organization and administration.

It is not to be denied that problems in any one of these fields may be of paramount importance in individual schools. The principal who writes: "We have no questions at present that cannot be solved with additional financial aid," may be unduly optimistic in certain respects, but the difficulties with which he is struggling can be easily imagined by any one who is trying to administer a secondary school in these days of pared budgets. Nor can one question the probable local importance of the problem which lies behind another principal's laconic statement: "Lack of rooms," or of that which leads a small-town principal to ask: "Just how closely shall I endeavor to supervise the social activities of the members of my teaching staff?" Probably just as important, in the school in which it arises, is the problem which occasions the question: "How much time should student activities take during the regular school day?" And few people will fail to sympathize with the principal who complains: "We have had a system of awarding a block letter with pearls at graduation, for all activities including scholarship, athletics, band, dramatics, attendance, etc. The thing grows greater year by year, and we are wondering how to stop its momentum."

The chief significance of the great diversity in replies is that it leads one to suspect that high-school principals as a group may not yet be sufficiently like-minded to be ready for a concerted attack on problems of fundamental and universal importance. If the heads of our secondary schools are to exercise successfully the professional leadership which may

fairly be expected of them, they ought not necessarily to see eye to eye, but they ought certainly to be looking in the same major directions. The Department is now trying to build up a degree of professional congruence among its members by promoting the widespread discussion of its reports on the issues of American secondary education and on the functions of the secondary school. There is ample ground, in the statements of problems from the schools, to urge that the work of the discussion groups be continued and extended.

A second conclusion to be drawn from the replies to the questionnaire is that many high-school principals are seriously exercised over the spread of "progressive" education. Their replies suggest various degrees of uncertainty and even of alarm: "How progressive is 'progressive' education?" "Is it possible to be progressive and still be looked on as conservative?" "Is progressive education sound or is it a passing fad?" "How 'progressive' should a school be that is primarily interested in developing a sound educational program?" "Are we ready to throw out the idea of formal discipline in our schools until we are sure that the proposed substitutes (i. e., 'progressive education') are better?" "How may we best combat the chaos resulting from the 'soft' ideals and methods now so prevalent?" "I believe in many of the principles advocated by the right-wing leaders of 'progressive' education. I think it is high time, however, that the left-wing radicals are brought into the open and made to declare their true backing."

Most of the statements about progressive education lack any definition of what the writers mean by the term. That secondary-school principals should be not altogether sure of what progressive education may imply for their schools is hardly surprising, in view of the history of the movement. Developing at first out of a concern for elementary-school practice, the movement for progressive education has only recently become prominent in secondary schools. Whatever the explanation of their present uncertainty about progressive education, however, and whether the movement may eventually be judged good or bad, high-school principals ought to be thoroughly familiar with what it means and with the directions in which it is tending. The statements submitted to the Implementation Committee suggest the great desirability of some closer contact between the Progressive Education Association and the National Association of Secondary-School Principals, in order that each group may better understand the other's problems and policies.

A third important conclusion is that though secondary-school principals are often highly critical of the influence of the non-school agencies which are trying to meet the needs of out-of-school young people, the secondary schools themselves are at present giving little constructive attention to these needs. The feeling appears to be widely prevalent that government efforts to provide for young people who are out of school and out

of work are having a bad effect on the character of the young people concerned: "The WPA attitude seems to be permeating all of us." "What can be done to combat the general idea that the school is a place to have a good time, and that when one graduates there is always a PWA or a WPA or a CCC in which one can find employment?" "What can we do with the increasing number of students who are thinking that it is the government's duty to take care of them?" Yet secondary-school principals are for the most part continuing to limit their own attention to such educational problems as crop up within the school's four walls. Of the nearly two thousand principals who replied to the Committee's questionnaire, only thirty-eight reported that they were concerned with the extension of the secondary-school program to meet the needs of out-of-school groups not now adequately served; and among the problems listed under this head, three out of five dealt merely with high-school postgraduates.

Three years ago, in its report on Issues in Secondary Education, the Association's Committee on Orientation pointed out that few school officers had taken any leading part in the effort to solve the problems with which various government agencies—the NYA and the CCC in particular—were dealing. The Association has thus far failed to act on the Orientation Committee's implied recommendation. So long as school people avoid any active concern with the problems of out-of-school young people—problems, it should be noted, which are in many respects essentially educational—criticisms by school people of the solutions which others have proposed and are trying to put into effect have small right to be heard. The National Association of Secondary-School Principals ought to have a keen interest in the solution of such problems. If it actually has such an interest, the time would seem to be more than ripe for an overt expression of that interest through the adoption of some plan by which the Association may coöperate positively and constructively in meeting the needs of out-of-school boys and girls.

One final conclusion, somewhat happier than those already reported, stands out from the analysis of the secondary schools' problems. The replies from the schools place unmistakable emphasis on the schools' growing awareness of the need to teach, act, administer, and indoctrinate for democracy. This awareness is variously expressed: "Democratic institutions are under fire. What methods can best be used to make the high school exemplify the democratic way of life?" "How can democracy be taught in school so that it will function in the lives of students?" "What can we do to make high-school boys and girls more intelligent about the problems of society, including the problems of city, state, nation, and world?" "How can we inspire in our youth to-day a respect for the democratic way of life, and make the student 'evangelistic' if you please in the cause of the preservation and the perpetuation of the democratic way of life?" "Shall we use

the schools to indoctrinate pupils with the principles of democracy, as the dictators (for other purposes) are using their schools?"

Education for citizenship and character education together—and the schools often regard the two as inseparable—are mentioned as phases of the curriculum with which the schools are particularly concerned, nearly twice as often as any other part of the curriculum. The Association will certainly approve this emphasis. Moreover, as occasion permits, the Association will undoubtedly wish to take advantage of opportunities to coöperate actively with other organizations which are giving systematic study to the problem of education for American citizenship.

These various conclusions are by no means all that may properly be drawn from the statements of problems which the Implementation Committee has received. Yet these particular conclusions seem sufficiently important to deserve special mention. It is to be hoped that in its formulation of plans for the future, the Association may give particular attention to the need for pressing on with the work of its regional discussion groups; to the desirability of a better understanding of the movement for progressive education; to the failure of any prominent group of secondary-school people thus far to adopt a constructive policy with respect to the needs of out-of-school young people; and to the fact that education for citizenship is, and deserves to be, a matter for serious concern in connection with the general improvement of the secondary-school curriculum.

Meanwhile the Implementation Committee will undertake to devote its own best efforts to assisting in the solution of the problem which is most on the minds of a majority of the members of the Association: the problem of devising methods of teaching, curriculum materials, and plans of school organization to meet the special needs of nonacademic boys and girls of high-school age.

EDUCATING OUR CAPACITY TO CHOOSE*

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"The strongest principle of growth lies in human choice."
—George Eliot.

In the public discussions about education in recent months, little attention has been paid to the necessity of developing the human capacity to make wise choices. Still less has been given to the exercise of the faculty of choice in seeking the abundant life we all want. Let us deal here with this neglected subject.

First, let us consider the importance of choice in our daily lives. From morning till night, our lives are beset by the necessity of making choices. What to eat or not to eat, what to drink or not to drink, what to read or not to read, what movies to see, what radio programs to hear, what work to do, what political party to support, what friends to seek—these choices make the essential business of daily life. We cannot escape them. If we make too many wrong choices we ultimately land in a jail or an insane asylum where our keepers make all the choices for us. If we make the right choices and keep on making them, we gradually gain a good reputation, win the confidence of our fellows, and prosper. Therefore, training an individual for life—or educating him—is a matter of training him to make the good choices.

The dramatists have long recognized the importance of this element of choice in human life. Sooner or later in practically every great drama the central character comes to a crisis in which he must make a choice. Hamlet's choice is "to be or not to be"—to live quietly under the patronage of the king who killed his father, or to expose that king and take death as a consequence. Shylock has to choose whether or not he will exact the pound of flesh from Antonio. Our suspense is maintained by deferring the final decision until all the conflicting factors involved in the choice have made themselves felt. If the curtain rose upon a situation where all the choices had been made and there were no more to make, we would go home with the very proper judgment that the play was dull. But when the curtain rises upon a situation which is going to involve a choice by some character with whom we can identify ourselves, our interest is caught. The more that situation resembles our own, and the more that character on the stage is torn between the forces that struggle within us, the more our interest grows. In most of the great dramas, the final choice is one of this sort: honor or integrity on one side, safety on the other, and courage put to the test between the two.

*An article published in *The Christian Century*, December 7, 1938.

Moreover, the great dramatists are true to life in a second respect: They show the characters of their plays making their choices by the guidance of their affections, rather than of their reason. The final decision is reached by love, not by logic. If a character decides against the highest demands of love and chooses instead to follow the counsels of fear or of self-interest, we count him a coward. But if he scorns self-interest and chooses the way of sacrifice for some person or cause dear to his affections, we count him heroic.

CHARLES DICKENS AND ROBERT OWEN

If, then, choice plays so important a part in shaping character, and choices are determined largely by emotions, it follows that education, to be effective, must train the emotions as well as the intellect. Training the head without the heart is not education.

For an example of the superior power of guided affections over simply guided intellect, compare the work of Charles Dickens with that of Robert Owen. Both men lived in England in the last century. Both saw the effects of the Industrial Revolution—the city slums, the stinking tenements, the factories where children as well as women and men worked long hours for low wages and without decent sanitary conditions. Both men heard the bitter cry of the poor. Both wanted to arouse England to do something about it. Owen was something of a social scientist. He gathered facts, wrote tracts, made sociological experiments. And they were all good and useful—but they made little impression upon the English public and still less upon the conditions of the poor. Charles Dickens chose a different course. His appeal was to the heart of England. He wrote a series of novels portraying children, Little Nell and David Copperfield and Nicholas Nickleby, in the midst of those terrible conditions. He made people love those children who were caught in the industrial machine. And then the English people set about to correct those conditions. Daniel Webster said that Dickens with his novels did more to ameliorate the condition of the English poor than all the statesmen ever sent to Parliament.

THE RIGHT TO CHOOSE FOR OURSELVES

There is a third aspect of this business of educating people to make the right choices—an aspect of immense importance just now because of the world situation. Our freedom depends upon retaining our right to make our own choices. A large part of the population of Europe and Asia is to-day living under dictatorships. One of the first things that impress the traveler in these countries is this—that under a dictatorship people are deprived of the privilege of making their own choices. The dictator tells people what to do, whom to vote for, what to believe. He controls the press, the radio, the schools, and even the churches. They are thus deprived of the exercise of that capacity of choice which is essential to their own development. Here in America, our forefathers fought a bloody revolution

to gain for themselves and for us the right to choose our own rulers, levy our own taxes, build our own temples. That liberty of choice in our national affairs is our most precious heritage. In Maxwell Anderson's play, *Valley Forge,* George Washington says, "This liberty will look easy by and by when nobody dies to get it." True! Our freedom to make our own choices looks easy now. But we will do well to cherish it and use it. If in the next war, or in the next depression, we relinquish our right to make our own choices in politics, or government, or morals, and turn that right over to a dictator or to a fascist state, we shall no longer be a democracy. We shall have surrendered our birthright.

Quite irrespective of the immediate world crisis, human beings, parents as well as children, must be taught to choose between the various ways of life. Everyone wants an abundant life. But what is the abundant life, and which road leads to it? In the last analysis, the many ideas about it boil down to two.

One is that it is a life of abundance of things, money, activities, power. This is and probably always has been the common notion. The siren voices of myriad salesmen proclaim it. We can have life abundant, they say, if we have more furniture, more automobiles, more radios, and more money. Yet human experience gives the lie to this conception. Those who have the most of such things are seldom happier than those who have least. Do we have any greater sense of peace and security than our grandfathers who had even less money and didn't know what an automobile was and never saw a movie or listened to a radio? Is it not our common experience that we can so surround ourselves with things that we spend all our time trying to keep them in order, dusted, and repaired? Life becomes a clutter. We become janitors on perpetual duty in our own homes. If anyone does not believe this, let him wait until he has been married for ten years, accumulating things all the while, and then decide to move to another house. Before he has finished handling all the things, he will be crying with one of the old saints, "Oh, Lord blessed be nothing!"

ABUNDANCE—OF WHAT?

As for activities, we can spend our days running from one committee to another, from one society to another, from one business to another, and still feel starved within. The modern activist social worker and minister can spend years chasing from one activity to the next, organizing with feverish haste everything from an expectant mothers' club to a cemetery association, yet they are usually the first to agree that the deeper hungers of their own lives and of the lives of their people are not satisfied that way. As for power, who can read the biographies of such political dictators as Napoleon or such industrial autocrats as the robber barons without coming to the conviction that though they may have found plenty of excitement, they left behind them devastated countries, ruined cities, broken men, and

an abundance only of misery. The trouble with all such ideas of the abundant life is that they are based on the notion that it can be had by external means, by adding to one's possessions something from the outside.

The other idea of the abundant life holds that it is an inner life of convictions, of creative energy, of social compassion, and of the outreach of affections in works of courage and kindness. Take one example—Edward Livingstone Trudeau. He had neither money, nor things, nor physical activities, nor power. Yet his life was an abundant one. About seventy years ago he was a medical student in the College of Physicians and Surgeons in the city of New York. He had been living with his brother who had tuberculosis. The doctors knew very little about tuberculosis in those days. If you had it, they kept you in a warm room with the windows closed and the shades drawn, and with as little outside air as possible. Young Edward slept in the same bed with his brother under these conditions. His brother died, but Edward himself had contracted the disease. It made such rapid headway in his frail body that when he was twenty-seven years old he had to give up his promising practice, take his small family to Saranac Lake and prepare to die.

Saranac was not known then as a health resort. It was simply a rugged region where young Edward had spent happy days hunting in his youth. Everyone thought the end would come soon. Edward did some serious thinking in those days. Part of his thinking had to do with his own philosophy of life and part with suffering humanity. Surely it was not the will of God—so he reasoned—that such a disease should ravage human beings. He read of Louis Pasteur who, in France, was making amazing demonstrations of the fact that germs were the cause of certain diseases. It might be that a germ was the cause of this disease of his. He could experiment with his own body. Perhaps he could find and isolate the germ. He might then find a way of treating it. If he succeeded he might be the one who could bring health to others afflicted as he was.

DEDICATED TO A PURPOSE

He summoned his slight strength and consecrated it to that single purpose. He developed a little laboratory. He made experiments with his own blood and the discharges of his body. He finally isolated that germ, the first American doctor to do it. When he had his records all ready to present to the medical association, a fire came along and burned up his laboratory and destroyed the records. He went at it again and built a larger laboratory—a stone one. He begged the money from friends who became interested in it.

Next, he began to work out further experiments in the treatment of that germ. And so the years went by—five, ten, twenty, thirty, forty years. During those forty years that little man with half a lung, built up around him at Saranac Lake a great hospital and sanitarium that have been the

means of bringing new life and hope to hundreds of thousands. All those years he fought not only his own disease, but poverty and the loss of those who were nearest and dearest to him. Yet he was not alone. Other doctors—the great ones humble enough to seek truth from an afflicted man in the wilderness—came to observe his experiments. Then afflicted men came —Robert Louis Stevenson and other writers and artists and business men drawn as much by Trudeau's courage as by any hope of being helped physically.

There was an abundant life! Not of things external, but an inner life, consecrated to a single purpose, carrying on through sickness, hardship, and sorrow. A life of heroic labor and of social compassion. Lonely at times, but gradually drawing to itself a company of kindred souls and finally leaving behind it a heritage of courage and kindness. A life of temporary defeat but of ultimate victory.

Between these two concepts of the abundant life—the acquisitive and the spiritual—lies every human being's greatest choice. What more important goal could education have than developing the capacity to make that choice wisely?

EDUCATION'S CHIEF TASK

If, then, choice plays a major role in the daily life of every member of a free society, and if the *right* of choice is essential to that freedom, and the *exercise* of choice is essential to the development of character, and the *guidance* of choice is by the emotions more than by the intellect, and the *goal* of choice should be toward an abundant life conceived in spiritual and social terms rather than acquisitive ones, then the conclusion seems inescapable that the conscious recognition of the nature and importance of choice must be basic in education. Education, whether in home or school or church, is on the right track only when it is developing the capacity to choose and directing human choices toward spiritual and social ends.

AN EXPERIMENTAL HIGH-SCHOOL PROGRAM

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For several years, Kellogg High School, Kellogg, Idaho, operated on a schedule of five one-hour periods. This plan appeared to be much more satisfactory than the seven- or eight-period day; still there were some obvious disadvantages, and a faculty conference resulted in a decision to try another type of daily program. The objective in arranging a new program was to provide a more efficient use of available school time.

Several conferences resulted in the adoption of a weekly program built on a five-period schedule, which is covered only three times each week, thereby providing three periods per day. These periods consist of two ninety-minute periods each morning, and one two-hour period each afternoon, thus each section meets three times a week, twice in the morning and once in the afternoon. For example, period one begins at nine o'clock Monday morning; at 1:15 Tuesday afternoon; and at 10:35 Thursday morning. The other periods follow a similar schedule.

Objectives which were considered desirable may be listed as follows: longer periods for laboratory sciences and for vocational classes, such as shop and bookkeeping; fewer class changes per day and, therefore, less time spent passing from one classroom to another; more time in each period for explanation of assignments and for supervised study, and the problematical gain in efficiency through the utilization of the warming-up process.

Here are some of the results which are apparent after three semesters of operation under this schedule: For laboratory sciences, the plan seems to operate very satisfactorily, and the instructors say that more work has been accomplished in one two-hour period than in two one-hour periods; shop classes also find that more work is accomplished and that a definite gain is made by having fewer periods per week and by meeting for a longer time. No doubt this is a result of a more efficient use of time in putting away tools and organizing the work. Classes in the purely academic subjects appear to have made more progress for a given length of time in class than they did under the five one-hour periods a week. Although no scientific method of proving this statement has yet been applied, instructors believe that the advantages lie in the fact that there is time in the period for explanation, for recitation, and for effective supervised study. The greatest number of classes that any pupil or teacher can have in one day is three; and for the pupil there are many times only two. This limits the number of preparations which must be made and allows time for more intensive preparation for the remaining classes. Another result is that the

teacher has fewer pupils to meet each day; thereby, the opportunity for personal contact is increased.

There were some difficulties in connection with the administration of this program, but, so far, none have proved insurmountable. Very few students found it difficult to keep classes straight and had to have very detailed explanation made to them. This happened in fewer than one per cent of the cases. The students in the ninth and tenth grades became restless before the two-hour period was over. This did not happen in all the classes, and might be the result of uninteresting material or disinterested presentation. In a few classes, teachers have followed the procedure of giving the students a two-minute break halfway through the period.

During the second semester of last year, an attempt to determine whether this program met with the approval of the majority of the faculty members was made, and each teacher was asked to write an opinion. Returns of this questionnaire showed that more than 80 per cent of the teachers who were actually using the program were definitely in favor of it. An attempt to determine the reaction of high-school students showed even a higher percentage of approval for this program. It has been in use for three semesters, and no opposition of any type has developed. It is possible that we may return to our old five-period day at some future time in order to make some comparison, but it is certain that, in this school there would be considerable opposition to the change.

What Can STUDENT LIFE Do For You?

STUDENT LIFE will welcome student-written short stories, humorous feature stories illustrated by pen and ink drawings, poems, editorials, essays, and plays. The magazine contemplates a poll in each issue on two questions pertinent to student interests, a photographic contest for best title-page pictures stressing the themes of the several issues; and a book review section of student reviews of books chosen from STUDENT LIFE's book list. The policy of publishing pupil-written accounts of extra-curriculum activities, supplemented by action pictures, will be continued.

The themes chosen for next year's issue are: (1) STUDENT LIFE Welcomes the Freshmen, October; (2) STUDENT LIFE Plays the Game, November; (3) STUDENT LIFE Celebrates Christmas, December; (4) STUDENT LIFE Goes to Parties, January; (5) STUDENT LIFE at the Tournaments, February; (6) STUDENT LIFE Attends Assembly, March; (7) STUDENT LIFE Graduates, April; (8) STUDENT LIFE Goes to Work, May.

Articles describing extra-curriculum activities may run three or four hundred words in length. Original humorous features may also be three or four hundred words in length. Original essays, editorials, stories, poems, and plays should be moderate in length. As a further suggestion, these essays, editorials, stories, poems, and plays may be based on student research into the origin of customs relating to Christmas, New Year's Day, Thanksgiving, St. Valentine's, St. Patrick's Day, Easter, etc. (For example, the why of Easter rabbits and eggs.) Other sources: the lives of great American statesmen—Franklin, Washington, Lincoln; the lives of famous artists, authors, musicians; the subjects of tolerance, propaganda, international good will, better speech.

All materials should be typewritten, double spaced, and written on one side of the page. Original copies, not carbons, should be submitted. A short biographical sketch and a picture of the author should accompany each contribution. *All manuscripts and photographs should be securely wrapped and placed in flat envelopes or containers for mailing.*

It is suggested that student contributors be selected by the principal or some member of the faculty; or that the students themselves choose the authors, artists, and photographers whom they wish to represent their school.

All photographs must be glossy prints. They may be made by amateur or professional photographers; however, all things being equal, student-made photographs will be given preference. Credit and identification should be written on the back of each photograph.

Please address your manuscripts, suggestions, or requests for further information to STUDENT LIFE, 5835 Kimbark Avenue, Chicago.

NEWS ITEMS

CURRENT REFERENCES ON YOUTH PROBLEMS.—The April *Bulletin* of the American Youth Commission of the American Council on Education is devoted almost entirely to current references on youth problems, which classify as follows: education, education for democracy, federal and state aid to education, guidance services, junior colleges, National Youth Administration, Negro youth, rural youth, student loan funds, surveys.

BEHIND THE BAD BOY.—"In my search for help in formulating a leisure-time program for girls, I have become strongly conscious of the fact that few communities give sufficient thought to the needs of girls in congested areas, *while they still are young enough* to accept training," declares Dora E. Dodge in "Behind the Bad Boy," which appears in the April *Youth Leaders*. "While they are still in the plastic stage is the time to prepare them for the most important job on earth, producing and rearing citizens."

"ON THE MAKING OF CITIZENS."—"Extra-curriculum activities of the school are as important as the more formal curriculum and classes," is the opinion of Howard E. Wilson, associate professor of education, Graduate School of Education, Harvard University. Writing in an article entitled "On the Making of Citizens," published in the April issue of *Social Education*, Dr. Wilson further states, "The *esprit de corps* of the school, its institutional personality, has a profound effect on the development of the civic traits of its citizens."

"WHAT IS EVERYBODY'S BUSINESS . . ."—"The schools need to teach the people that no person, or group, or community, or government unit has a right to use any resource in a manner inimical or damaging to the rights of society," in the opinion of George T. Renner in "Education and the Conservation of Resources," published in *The Social Frontier* for April. Mr. Renner warns that "resource waste is assuming such serious proportions that it must soon be made somebody's business, or else the United States will speedily be a dwindling country."

YELLOW BUS AHEAD! GO SLOW!—A uniform color for school buses was decided upon at the conference on school bus standards held recently at Teachers College, Columbia University. Factors of safety and economy were considered by representatives from forty-eight state departments of education and Indian service, as well as from automotive engineers and manufacturers. The specifications will require all-steel bodies and safety-glass equipment, in addition to the color yellow, which was decided upon because of its durability and visibility.

JOB CONFERENCE FOR STUDENTS.—Since the establishment of an annual one-day job conference for students, members of the graduating classes of Colorado State College of Agriculture and Mechanic Arts have been placed almost one hundred per cent, according to James A. McCain, who, for five years, has been director of the placement bureau. In addition to giving attention to topics related to different professions, the conference considers subjects of general interest, such as matters of personal appearance and matters of grammatical construction in letter writing.

AN EXAMPLE OF COMMUNITY COÖRDINATION.—Students, faculty, Parent-Teacher Association, and several adult clubs of Evanston, Illinois, joined forces at Evanston Township High School, March 27, 1939, for a conference on careers. There were group meetings covering thirty-two career fields, such as advertising, architecture, art, aviation, business, chemistry, dancing, dramatic arts, engineering, journalism, medicine, writing, teaching, music, to mention only a few. Each group had its own counselor, chairman, and secretary, as well as its own room or place of meeting.

"GIVE US SPANISH."—This is the plea made in *School and Society*, April 8, by Ruth Boyd, who says: "President Roosevelt studied Spanish for weeks before he attended the conference at Buenos Aires in 1936. If a man as busy as the President of the United States thinks that a knowledge of Spanish is essential, it must be important to Mr. Average Citizen. . . . Coöperative agencies are handicapped by inability to find qualified executives and employees who can successfully contact Latin American people. This is the logical place for the entry of the American school system in the role of hero."

AROUSE YOUTH FROM DEFEATISM.—The youth of the United States must have a part in solving existing social and political problems if they are to be lifted from their present defeatist feeling about the future, from which they could easily be regimented under undesirable leadership, according to a five-year study by Caroline B. Zachry, of the Progressive Education Association. In compiling data for her study, Dr. Zachry met six hundred young people between twelve and twenty-four years of age in all parts of the country and took their complete school records and physical history, drawing conclusions from these.

"THE MAN WITH THE PH.D."—That the Carnegie Corporation has no desire "to subsidize further the current manufacture of the Ph.D. degree" was made clear by Frederick P. Keppel in his annual report as president of Carnegie Corporation. Dr. Keppel expressed the belief that when colleges and schools prescribed the Ph.D. and the M.A., they had in mind the kind of man these degrees used to represent; and that the movement, in the beginning, was all to the good. However, pressure for the Ph.D. became so great that now too many schools are satisfied with the degree rather than the man, and they have forgotten what they were after in the first place.

TWELVE-MAN BASEBALL.—Six men to a baseball team in a twelve-man physical education class at Corcoran High School, California, proved unsatisfactory; therefore, four teams of three men each were chosen to provide competition during the indoor-baseball season. Each team, divided according to batting ability, took its turn at bat while the remaining three teams fielded. This allowed more varied fielding experience than is possible in the nine-man team, and it encouraged teamwork to prevent force-outs. The regular three outs were used. Games carried over from one day to the next and at the end of the week, each team was rated on its total score.

"SIGHT FOR TO-MORROW."—The National Society for the Prevention of Blindness, Inc., will participate in the giving of courses for the preparation of sight-saving class teachers and supervisors at the 1939 summer sessions of the following institutions: State Teachers College, Buffalo, New York; Western Reserve University, Cleveland, Ohio; State Teachers College, Milwaukee, Wisconsin; University of California, Los Angeles, California; Wayne University, Detroit, Michigan. The Society has adopted the slogan "Sight for To-morrow—for the World of To-morrow." Pamphlets and reports on its activities are obtainable from headquarters, 50 West 50th Street, New York City.

PROMOTING TOLERANCE IN SCHOOLS.—"We speak of the United States as a great melting pot. Actually, every school is a melting pot refining human alloys with the ores of a common language and of common experiences." The foregoing remark is quoted from a statement issued by Commissioner John W. Studebaker, who declares that the advancement of tolerance is now a major problem for American education. The Office of Education is working toward this objective by sponsoring a series of twenty-six nation-wide broadcasts which show the great contributions made to America by men and women of various races and nationalities. The broadcasts are called "Americans All-Immigrants All."

RACE RELATIONS.—The following agencies have pamphlets, bulletins, and other material free and at small charges on subjects relating to racial minorities in our midst: Service Bureau for Intercultural Education, 106 Waverly Place, New York City, American Association of University Women, Committee

on International Relations, 16th and I Streets, Washington, D. C.; Federal Council of Churches, Department of Race Relations, 105 East 22nd Street, New York City; Folk Festival Council, 222 4th Avenue, New York City; National Conference of Jews and Christians, 3000 4th Avenue, New York City; The National Institute of Immigrant Welfare, R. K. O. Building. Rockefeller Center, New York City.

SELF-HELP THROUGH BOOKS.—Recipes for reading—some fifteen or sixteen thousand of them—have been made up by the Readers' Advisory Bureau of the Milwaukee Public Library during the twelve years of its existence. Each course is made up of ten or twelve, or possibly more, volumes to fit the particular needs and desires of the person taking it. After the reader has explained his interests and what he wants to accomplish, the director of the bureau sees that he receives a list of books to be read with explanatory notes on each, and occasional comment as to why a particular book was included. The books are reserved for him, in order, by the library; and, as the length of time desired for each book is prearranged, the next book in the course is usually ready and waiting.

"COME AND GET IT. LUNCH IS SERVED."—This is the welcome message conveyed by a new kind of bell which is heard ringing in seven thousand schools throughout the country. At the stroke of noon every day of the year, this bell rings out to more than six hundred thousand undernourished children, who rush to get what for many is the best and most complete meal of the day. The Federal Surplus Commodities Corporation, in the Department of Agriculture, purchases goods and the Works Progress Administration undertakes the distribution through state branches, which, in turn, prepare the foods. Forty-five states and the District of Columbia are participating in the program. Administrators who wish to establish a free-meal program for underprivileged pupils are invited to contact the nearest government agencies.

EYE HEALTH IN TEACHER EDUCATION.—It is important that teachers should recognize obvious individual differences in children's vision and should check their observations with a simple test, according to the pamphlet "Eye Health in Teacher Education," which is issued as a preliminary report of the Advisory Committee on Teacher Education of the National Society for the Prevention of Blindness. Common teacher practices that show lack of appreciation of important factors in eye efficiency and health are: shades drawn to cover the top half of the classroom window; window space utilized for fern stands; desks arranged so that some children work in their own shadows, others facing a sunny window; nearsighted children or children showing effects of eyestrain seated in the back or poorly lighted parts of the room.

"HAVE YOU SEEN *The River*?—The protagonist of the motion-picture *The River* is the Mississippi; the human beings who share the river's destiny are background and supporting characters together with physical geography, economic history, reclamation projects. All play their part in a tragedy of waste which becomes to the audience its own wastefulness, its own past, its own personal challenge, in the opinion of Elmina R. Lucke, writing in the March edition of *Progressive Education*. In recommending *The River* as a compelling drama and as brilliant new film technique, Miss Lucke also says that it may be a symbol of new thought and imagination in educational techniques and materials. Any teacher may secure the films by writing to the United States Film Service, National Emergency Council, 14th and G Street N. W., Washington, D. C. (Always specify size of print—16 mm. or 35 mm. Also send at least two choices of date.)

"FOR DEMOCRACY."—Decrying the constant reiteration of the current educational shibboleth "to educate for democracy," Thomas B. Stroup, of the University of Florida, asserts in the February 25 issue of *School and Society*: "To educate for a democracy is paradoxical, self-contradictory. Such a phrase indicates an alien meaning of the term, if it has not already peradventure lost all meaning. For if *democracy* retains any meaning at all, that meaning has to do with the right of a person to develop himself as an individual human being, not as a cog in a political wheel; with the notion that the wis-

dom of man, not his mere indoctrination, is a dependable source for the guidance of governments; with the idea that governments are for men, not men for governments." Mr. Stroup distinguishes between *education for a democracy* and *the necessity for education in a democracy*. He avers, "Man does not educate for democracy; democracy educates for man."

SEEING YOURSELF AS PUPILS SEE YOU.—Ninety pupils in the seventh and eighth grades at the Maple Grove School, Williamstown, New Jersey, recently made it clear, by means of a teacher report card, that many teachers are so wrapped up in their subjects that they do not see what their peculiarities of speech, voice, dress, and manners do to the pupils who have to watch them all day long. The fourteen questions asked were of the subjective type. Some covered school subjects and the order of preference, and others touched school administration; but those that brought the greatest volume of emphatic responses concerned personality.

"Are you, for instance, a hair patter? Just a habit, but it may greatly irritate a pupil to have his lessons peppered with the smoothing of hair. Or perhaps you begin each sentence with 'all right,' until poor Susie squirms and could yell for relief."

ANOTHER NEW TYPE COMMENCEMENT.—"The High School and the Community" was the theme selected for the new type commencement program in Pleasant Lake, Indiana. Principal Keith J. Perkins describes the procedure in *School Activities* for February. First, a study was made of the graduates of the past twelve years. The factors considered were higher education, occupation, marriage, and residence, this information being valuable to show the community evidence of past experience and to point somewhat to needed changes. Second, present occupations were checked with the records of high-school courses taken by graduates to see if any relationship existed. The third factor was to classify the graduating class as to their interests in high school. Several committees, including thirty seniors and faculty advisors, worked out the most important points to be presented about phases of school work as follows: academic, music, vocational agriculture, home economics, commerce, physical education, and extra-curriculum activities.

COMPOSITION AS COMMUNICATION.—One of the most obvious causes of poor composition results is to be found in examining the motives for which young people attempt to write, according to Ivan H. Linder, in the March number of the *California Journal*. Amplifying the statement, Mr. Linder asserts that "Ordinarily, the high-school student writes for no audience at all except the teacher, and he has somehow absorbed the idea that her concern is more fixed on form than on substance of communication. Perhaps this is because appraisal is nearly always on errors and trifling mistakes and almost never on defects of communication. The task seems to be one of writing about nothing, provided one does it accurately . . . until English teachers become more concerned with shattered thought units than they are with split infinitives, until they become at least as solicitous over lack of clarity as they are over dangling participles, we must face frankly the fact that our composition writing is nothing more than an exercise in avoidance of teacher's pet peeve."

CRISES AND CHILDREN.—"Hate, fear, and panic must be kept from children." This is the plea of Mary Alice Jones, in *The International Journal of Religious Education*. "When one is confronted by a serious wrong which he does not know how to right, it is very easy to achieve a certain sort of self-satisfaction simply by expressing horror at the great wrong. By condemning it violently, one feels superior to those who have committed it. This type of satisfaction in hating wrong and those who do wrong, is very dangerous to both the spiritual life of the person who feels it and to his effectiveness in helping to change the situation. . . . It is not good to see little children in their play dramatizing deeds of violence. It is not a good thing to hear growing boys and girls creating new 'swear words' of the names of men and countries which we have been denouncing." Miss Jones indicates the home and the church [and the school] as the most effective mediums for dealing with such new situations in the lives of children.

THE SUMMER CONVENTION
of the
NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

San Francisco, California
July 3-6, 1939

Headquarters: Empire Hotel

THE PROGRAM

General Session

MONDAY
July 3
Main Auditorium
Empire Hotel

Theme: Youth Problems and Citizenship

Presiding: Virgil M. Hardin, Principal of Pipkin and Reed Junior High Schools, Springfield, Missouri, and member of the Executive Committee of the National Association of Secondary-School Principals.

Music: Students from the San Francisco Public Schools.

Address of Welcome: J. P. Nourse, Superintendent of Schools, San Francisco, California.

Address: Walter F. Dexter, Superintendent of Public Instruction and Director of Education, Division of Secondary Education, Department of Education, Sacramento, California.

Address: "New Materials of Instruction for the Junior High School," Charles H. Judd, Director of the National Youth Administration Education Program, Washington, D. C.

Junior College Section

TUESDAY
July 4

Theme: The Junior College Broadens Its Curriculum

Presiding: Archiebald J. Cloud, Junior College, San Francisco, California.

Panel leader: Walter C. Eells, Coördinator of the Coöperative Study of Secondary-School Standards, Washington, D. C.

Address: "New Materials of Instruction for the Junior College," Charles H. Judd, Director of the National Youth Administration Education Program, Washington, D. C.
Discussion.

Senior High School Section

WEDNESDAY July 5

THEME: YOUTH PROBLEMS
Presiding: Arnold A. Bowhay, Jr., Principal of Beverly Hills High School, Beverly Hills, California.
Address: "Youth Problems and Citizenship," Aubrey Williams, Administrator, National Youth Administration, Washington, D. C.
Panel Discussion.
Discussion from the floor.

Junior High School Section

WEDNESDAY July 5

THEME: YOUNG ADOLESCENTS LOOK FORWARD
Presiding: M. E. Herriott, Principal of Central Junior High School, Los Angeles, California.
Address: "Young Adolescents Look Toward Citizenship," James Quillen, Assistant Professor of Education, Stanford University, Stanford University, California.
Panel discussion.
Discussion.

THURSDAY July 6

THEME: THE PROBLEM OF YOUTH UNEMPLOYMENT
Presiding: C. W. White, Principal of the High School of Commerce, San Francisco, California, and General Chairman of the San Francisco convention.
Address: "The Problem of Youth From the Point of View of Unemployment," Dewey Anderson, California State Relief Director.
Discussion.
Report of Appraisal Committee: Arthur Gould, Assistant Superintendent of Schools, Los Angeles, California.

Summer Conferences 1939

Information and tentative programs of summer conferences on various phases of education are published on the following pages. The universities sponsoring these conferences are: Butler University, Indianapolis, Indiana; George Peabody College for Teachers, Nashville, Tennessee; Stanford University, Stanford University, California; Teachers College, Columbia University, New York City, New York; University of Chicago, Chicago, Illinois.

Conference on Guidance and Personality Development

Butler University, Indianapolis, Indiana

June 12-17, 1939

In order that recent developments in the field of guidance and counseling may be available to teachers, a brief, intensive course in personality development covering the major phases of guidance will be given at Butler University, Indianapolis, Indiana, during the week of June 12-17.

Morning sessions from nine o'clock until half past eleven will consist of discussion of the most important problems in this field, with special emphasis upon social, emotional, and moral development. Learning by doing will be accented. Each member of the class will be helped to make an analysis of his own personality and to start upon a program of self-improvement so that he may become familiar with the techniques used in helping students. Since teachers do not have time for many individual conferences, techniques used in group counseling will be stressed.

The afternoons will be devoted to panel discussions dealing with specific problems which confront teachers. In order to make these discussions as practical as possible, the following groups will be organized: elementary-school teachers, high-school teachers, deans of girls, and deans of boys. The members of each group will select those problems which are most vital to them, and the week's program will be planned accordingly.

W. B. Townsend will be in charge of the conference. He will be assisted by discussion group leaders: Reba Arbogast, dean of girls at Anderson; James C. Farmer, dean of boys at Richmond; C. R. Young, principal of Frankfort High School; George H. Fisher, principal, School Number 54, Indianapolis; and such other specialists as are needed.

One hour of credit, either graduate or undergraduate, for Education S458—*Guidance Conference,* will be given to those who attend all sessions. The fee is six dollars. Registration should be made in advance as

enrollment will be limited. An official registration card will be required for admission to each session. For further information and a bulletin of the Summer Session, 1939, address George F. Leonard, director, Butler University, Indianapolis, Indiana.

VISUAL EDUCATION AND EDUCATIONAL FILMING TECHNIQUES

George Peabody College for Teachers, Nashville, Tennessee

July 3-15, 1939

As part of the Annual Reading Laboratory Institute to be held at Peabody College, July 3-15, the Conference on Visual Education and Educational Filming Techniques will focus attention upon the possibilities of the techniques available through scientific and technological instrumentation.

This conference is for visual education specialists, directors of physical education, athletic coaches, art supervisors and teachers, teachers of all grade levels, school administrators, supervisors, directors of reading clinics, teachers of exceptional children, and educational clinicians.

Actual experience and practical instruction in producing school-made motion pictures will be offered in the procedures course each day.

Lectures will cover all points essential to the preparation and production of films for educational and school promotional purposes, and members of the class will be given an opportunity to operate equipment and participate in the actual experience of making motion pictures. Prominent visual instructionists will participate in round-table discussions on the more important variable techniques, and specialists will demonstrate educational uses of visual aids in instructional procedures.

Lectures will be offered by Roy Scott, assistant manager of the Education Division of the Bell and Howell Company, on the filming of school-made motion pictures and by H. A. Gray, Erpi Classroom Films, Inc. Some of the national authorities in the field of reading who will lecture are: Louise Farwell Davis, National College of Education, Evanston, Illinois; Leo J. Brueckner, University of Minnesota, Minneapolis, Minnesota; Clifford Woody, University of Michigan, Ann Arbor, Michigan; Kate Savage Zerfoss, Ophthalmologist, Nashville, Tennessee; Lillian Meade, Wolf Junior High School, Easton, Pennsylvania; Guy T. Buswell, University of Chicago, Chicago, Illinois; C. E. Manwiller, Department of Curriculum Study and Research, Pittsburgh, Pennsylvania; E. A. Taylor, American Optical Company, Southbridge, Massachusetts.

All applications for membership by those not enrolled in the course, Education 436A, should be sent to the Director of the Reading Institute, George Peabody College for Teachers, Nashville, Tennessee, before June 30, with the tuition fee of eight dollars. A certificate of attendance will be

issued, and college credit to the extent of two quarter hours can be obtained by critical study of some problem in the fields involved and by the presentation of a paper giving an evaluation or a treatment of the topic selected.

CONFERENCE ON "EDUCATIONAL FRONTIERS"

Stanford University School of Education

July 7-9, 1939

Immediately following the summer meeting of the National Education Association in San Francisco, California, Stanford University School of Education will hold a conference on "Educational Frontiers," July 7-9, the purpose of the conference being to analyze and evaluate basic research and the resulting contemporary thought and practices in education. The California Congress of Parents and Teachers, whose officers have assisted in planning the program, acknowledge a joint interest in, and responsibility for, education by joining the Stanford University School of Education in planning this conference.

Speakers at the general session will include: John W. Studebaker, United States Commissioner of Education; Jesse H. Newlon, professor of education, Teachers College, Columbia University; Howard W. Odum, director, Institute for Research in Social Science, University of North Carolina; Lewis M. Terman, professor of psychology, Stanford University. They will speak on "Youth Challenges the Culture," "Educational Frontiers," "Social Frontiers," and "New Evidence on the Nature of the Human Organism," respectively.

Two meetings in each of the following areas will be held during the forum sessions, Series I: elementary and secondary education, higher education, adult education, general administration, and teacher education. Series II will consist of one meeting each on language arts, foreign languages, science, mathematics, social studies, art, music, industrial arts, business education, reading, core curriculum, parent education, guidance, community school, supervision, high-school administration, teacher organizations, physical education and hygiene, skills in the elementary school, practices in preschool education, consumer education, childhood education, public relations, evaluation.

If reserved prior to June 27, rooms in Lagunita Court on the Stanford campus will be available to both men and women at the rate of $1.50 per day per person from 4:00 P. M., July 6, to 2:00 P. M., July 9. The Registrar's Office, Administration Building, Stanford University will accept registration fee of six dollars, 1:00-5:00 P. M. July 6, and 8:30 A. M.-12:00 M., July 7. This fee includes attendance at the conference, use of university facilities, and syllabus.

WORLD CONGRESS ON EDUCATION FOR DEMOCRACY

Teachers College, Columbia University

August 15-17, 1939

A World Congress on Education for Citizenship in a Democracy will be held at Teachers College, Columbia University, August 15, 16, and 17, 1939.

According to the tentative program, four large general meetings will be held. The theme of the first of these general meetings, which will be held Tuesday morning, August 15, will be "Democracy and Its Challenge." Dean William Fletcher Russell will explain the purposes and plans of the National Committee on Publication and of the World Congress on Education for Democracy, and Charles Beard will speak on "The Fundamental Meaning of Democracy." T. V. Smith, Representative at Large from Illinois in the Congress of the United States, will indicate "The Responsibility of Education in Preserving and Promoting Democracy," and an eminent representative of Great Britain will report on "The Crisis of Democracy in Europe."

The second general meeting, on Tuesday evening, will have as its theme "Democracy in Other Lands." After an informal dinner, addresses will be delivered by visitors from the democracies of Europe and from South America.

The third general meeting, which will follow a formal dinner on Wednesday evening, will develop the theme "Democracy at Work." The speakers will represent labor, agriculture, business, and religion, in both hemispheres.

The final general meeting, in Madison Square Garden, will stress "Democracy Moves Forward." The speakers will again be eminent representatives of public interests in democracy in America and abroad.

The heart of the Congress will be the House of Delegates, the three hundred members representing the coöperating organizations and professional educators of the United States. At its first session Tuesday afternoon, Frank P. Graham, President of the University of North Carolina, will present what seem to be the issues growing out of an attempt to apply the fundamental meanings of democracy to modern life and to education. After the address, the delegates will hold small seminars, each composed of a representative of each of several coöperating organizations, presided over by a trained discussion leader. Thursday afternoon, the House of Delegates will consider the reports of the various seminars and make its recommendations for the future program of the National Committee on Public Education.

Paralleling the closed sessions of the House of Delegates, there will be a series of open concurrent meetings in which will be reported the more successful practices of the schools and of other agencies in develop-

ing youth for more effective participation in democracy. At one of these meetings it is proposed to exhibit the objective means, such as books or motion pictures, that have been found to be most useful.

The chairman of the Congress will be William Fletcher Russell, dean of Teachers College. Nicholas Murray Butler, president of Columbia University, will be honorary chairman; Winthrop W. Aldrich, chairman of the Lay Council, will be vice chairman of the Congress; and C. J. Langley, executive secretary. The preparation of the plans for the Congress and of the program is in the hands of a committee of the faculty of Teachers College, who have consulted freely with the members of the Lay Council, of the coördinating organizations, of the faculty, and of the student body. This committee consists of Thomas H. Briggs, chairman; Lyman Bryson, and Will French.

CONFERENCE OF ADMINISTRATIVE OFFICERS OF PUBLIC AND PRIVATE SCHOOLS

University of Chicago

July 17-21, 1939

The Department of Education of the University of Chicago extends a most cordial invitation to superintendents, principals, and business managers of public and private schools to attend the conference, July 17-21. Arrangements have been made for those who attend to visit classes and to enjoy other privileges of the university without the payment of fees. The sessions of the conference will be held in the Club Room of Judson Court, College Residence Halls for Men.

"Democratic Practices in School Administration" will be the general theme of the conference, which will treat the subject from the standpoint of elementary and secondary schools. The program in the forenoons consists of lectures by members of the Department of Education and visiting instructors. Separate round-table discussions for superintendents, high-school principals, and elementary-school principals will be held in the afternoons.

Among the speakers: Lloyd A. Cook, Ohio State University; Floyd W. Reeves, University of Chicago; DeWitt S. Morgan, superintendent of schools, Indianapolis, Indiana; Frank E. Booker, president of State Teachers College, Milwaukee, Wisconsin; Ralph W. Tyler, University of Chicago; C. L. Cushman, visiting professor of education in the University of Chicago, from Denver, Colorado; Newton Edwards, University of Chicago; Edward E. Keever, Hay Elementary School, Chicago; Nelson B. Henry, University of Chicago; Paul B. Jacobson, University of Chicago; Guy T. Buswell, University of Chicago; Daniel A. Prescott, University of Chicago; Eliot Ness, director of public safety, Cleveland, Ohio; Superintendent Carl C. Byerly, West Chicago, Illinois; Superintendent William J. Hamilton, Oak Park, Illinois.

Among the chairmen of discussion groups and presiding officers are: William C. Reavis, Raymond E. Fields, Carl E. Larson, E. E. Morley, James D. Logsdon, Forest G. Averill, Lewis K. Feik, Olice Winter, Garrett E. Rickard, James W. Ramsey, Harry O. Gillet, Kirby P. Walker, C. V. Haworth, Oscar Granger, Henry R. Schmann, Ray E. Cheney.

Room and board will be provided in Judson Court from Monday morning, July 17, to Friday noon, July 21, for sixteen dollars. Reservations may be made through William J. Mather, bursar of the University of Chicago. Persons with reservations may occupy rooms Sunday evening without extra charge if they so desire. Admission is without fee.

ANNOUNCEMENT

The 1940 winter meeting

of the

National Association of Secondary-School Principals

will be held in

St. Louis, Missouri

February 24-28

• • •

Headquarters will be

New Hotel Jefferson

BOOK NOTES

GRACE, A. G. AND MOE, G. A. *State Aid and School Costs.* The Regents' Inquiry. New York: The McGraw-Hill Book Company, Inc., 1938. $3.50.

The school district system and its support is the problem investigated here, and the fundamental question considered is: How may New York best provide for the equalization of educational opportunity?

The first section of the work embraces a survey of educational progress for the past century and a half, a survey of a generation of investigations of the existing district system, of criteria for satisfactory units of administration and attendance, of method of apportioning state aid, of effects of state grants in aid on public education, summary and recommendations. Findings and recommendations concerning school costs are discussed in the second section as these relate to costs in New York State compared with other states, current expense trends, relationship between cost and quality, budgeting and financial control, insurance, and other phases of financial administration.

MYER, WALTER E. AND COSS, CLAY. *The Promise of To-morrow.* Washington D. C.: Civic Education Service, 744 Jackson Place, 1938. Pp. 541. $2.50.

"The Long, Sure Road to National Stability, Family Security, and Individual Happiness," is the subtitle with which the authors amplify the title *The Promise of To-morrow.* Viewing the goals of national stability, family security and individual happiness as being inseparately bound up in each other, and also as being tantamount to whatever promise to-morrow may hold, the authors give concrete treatment to the subject in reference to the social scene, individual responsibility, and vocational adjustment. Suggestions include statement of specific means for attaining competency in civic knowledge, in physical and mental health in social relationships, and in various occupations, professions, and arts.

JUDD, CHARLES H. *Preparation of School Personnel.* The Regents' Inquiry. New York: McGraw-Hill Book Company, Inc., 1938. Pp. 151. $1.50.

Dr. Judd investigates teacher-preparing institutions of New York from the standpoints of curriculums, faculties, students, supervisory and administrative personnel, and material equipment and expenditures. A chapter is devoted to the problems of teachers in service and another to recommendations. The Appendix covers cultural and professional balance in normal school curriculums, teacher demand, employment status of 1936 graduates of public teacher-preparing institutions, and statistics for each institution relating to student and employed personnel and budget.

REEVES, F. W., FANSLER, T. AND HOULE, C. O. *Adult Education.* The Regents' Inquiry. New York: The McGraw-Hill Book Company, Inc., 1938. Pp. xvi +171. $2.00.

For the purposes of this study, the authors define adult education as "any purposeful effort toward self-development carried on by an individual without direct legal compulsion and without such effort becoming his major activity. It may be concerned with any or all three aspects of his life; his work life, his personal life, and his life as a citizen."

The several chapters of the book deal with the following phases of adult education: scope, agencies and activities, special aspects, influence of the state, evaluation of the present program, and a proposed program.

KENDALL, GLENN M. *Organization and Teaching of Social and Economic Studies in Correctional Institutions.* New York: Bureau of Publications, Teachers College, Columbia University, 1939. $1.85.

The outgrowth of a phase of the experimental project sponsored by the Englehardt Commission at Wallkill Prison (New York) in 1935-36, this book deals with the study of social and economic problems and sets forth procedures, materials, and methods which emphasize attitude changing. The author

discusses the following phases of the subject: function of social studies, prisoner attitudes, psychology of learning, procedures for selecting and planning social and economic problems for teaching, development of teaching units, illustrative social studies units, teaching procedures and techniques.

NORTON, THOMAS L. *Education for Work.* The Regents Inquiry. New York: The McGraw-Hill Book Company, Inc., 1938. Pp. 263. $2.75.

Vocational adjustment as it is affected by economic and social factors, as it is related to the needs of former secondary-school pupils, and as it should exist in the secondary-school program is discussed in Part I, or "Findings of the Study." Recommendations concerning the pupils to be served, objectives of the program, types and nature of the courses, and where these should be offered comprise the second part of the work. The final chapter is devoted to a discussion of the part to be taken by the State Education Department in the program of vocational adjustment.

MORGAN, STEWART AND THOMAS, WILLIAM. *Opinions and Attitudes* (revised and enlarged). New York: Thomas Nelson and Sons, 1938. Pp. viii+623. $2.50.

Fifty-three essays are included in this compilation. Treated in humorous as well as in serious vein, the subjects classify under: discussions of education, characters, familiar writing, language and literature, men and women, civilization, economics and business, and other subjects. The concluding section of the book, Suggestions for Writing and Discussion, poses questions on each essay, questions designed to guide efforts of students in analysis and composition.

GOODRICH, LAURENCE B. *Living with Others.* New York: American Book Company, 1939. Pp. ix+294.

The author describes those attitudes and techniques that are necessary to gracious everyday conduct. Discussion is devoted to the art of conversation, the influence of the voice, the qualities of a good mixer, correct behavior in public, effective business relations, how to accept and extend hospitality, and how to contribute to a friendly home atmosphere. On these subjects, quotations from many sources are used, and relevant reference material is cited as well.

RYAN, GRACE L. *Dances of Our Pioneers.* New York: A. S. Barnes and Company, 1939. Pp. 195, clothbound. $2.50.

Reels, jigs, hornpipes, quadrilles, polkas, galops, and schottisches are described herein. Twenty-six musical numbers, simply arranged by Robert T. Benford, are included, as well as suggestions of suitable selections where music is not given for a particular dance.

HAYNES, BENJAMIN R. AND HUMPHREY, CLYDE W. *Research Applied to Business Education.* New York: Gregg Publishing Company, 1939. Pp. 218. $2.00.

The authors explore the basic principles of research, the methods applicable to business education, elementary statistical techniques, collection and classification of data, abstracts of selected studies in business education.

MAXWELL, C. R. AND REUSSER, W. C. *Observation and Directed Teaching.* New York: Prentice-Hall, Inc., 1939. Pp. xiv+434. $2.00.

Outlined to cover the major groups of activities of teaching in the secondary school, the book deals with the study of teaching through observation, participation, and finally by teaching.

PEDDIWELL, J. ABNER, PH.D *The Saber-Tooth Curriculum.* McGraw-Hill Book Company, Inc., 1939. Pp. xiii+139.

Inspired by several tequila daisies at the "longest bar in the world," Dr. Peddiwell satirizes current educational philosophies and practices and does it in a highly entertaining manner.

Educational Yearbook of the International Institute of Teachers College, Columbia University. Edited by I. L. Kandel. New York: Bureau of Publications, Teachers College, Columbia University, 1936. Pp. xvi+399. $3.70.

"Rural Education and Rural Society" is the topic of the present volume, which includes discussions of the problems raised in fourteen countries: Argentina, Australia, Brazil, Canada, China, Czechoslovakia, Denmark, England, France, Germany, India, Mexico, Norway, United States.

WITHERINGTON, H. C. *The Principles of Teaching in Secondary Schools.* New York: Prentice-Hall, Inc., 1939. Pp. xv+368. $2.00.

The author emphasizes the processes of learning and the characteristics of the learner. The book is intended to serve as a guide to fundamental thinking about teaching.

BELTING, PAUL E. AND CLEVENGER, A. W. *The High School at Work.* New York: Rand McNally & Company, 1939. Pp. x+441.

The authors discuss the history of the secondary school, the philosophies and principles of American education, the administrative and teaching problems, questions of guidance and character education, and liberalized curriculums. In addition, American secondary education is compared with programs in other parts of the world. Each chapter is accompanied by problems, exercises, and a list of selected references.

HAMBRIN, SHIRLEY A. AND ERICKSON, CLIFFORD E. *Guidance in the Secondary School.* New York: D. Appleton-Century Company, 1939. Pp. xii+465. $2.75.

The emphasis throughout is on the practical aspects of guidance. The authors describe specific devices and give concrete directions with illustrative materials drawn from the experience of different schools. As presented herein, guidance is concerned with teachers studying their pupils; with all the needs of adolescents, personal, scholastic, and vocational; with the curriculum; with extra-curriculum activities, home rooms, home and community, and with the training of teachers for guidance.

EDWARDS, NEWTON. *Equal Educational Opportunity for Youth.* A report of the American Youth Commission. Washington, D. C.: American Council on Education, 1939. Pp. ix+189. $2.00.

Dr. Edward's study calls attention to the various factors relating to equal opportunity, among them: the importance of education in national life; social forces and the expansion of American education; differentials in reproduction and the educational load and in cultural resources and economic capacity; rural problem areas, state and regional, and community variations in ability to finance education; education in relation to occupational trends. The book is appended with twenty-two explanatory tables, in addition to the tables and graphs which intersperse the study throughout.

Conference on Examinations. Proceedings edited by Paul Monroe, director of the International Conference on Examinations. New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. xiii+330. $3.15.

Under the auspices of the Carnegie Corporation and Foundation, the inquiry on examinations in secondary schools, now in its seventh year, is being conducted on an international basis. The 1938 meeting held in Dinard, France, is recorded in this volume.

MOSSMAN, LOIS COFFEY. *The Activity Concept.* New York: The Macmillan Company, 1938. Pp. xvii+197. $1.50.

An interpretation of the activity concept, the book discusses planning for the opening of school; changing conceptions relative to the function of the school; living, learning, and becoming; the emerging curriculum; developing abilities; becoming a self through group life; teaching, guidance, leadership; the effort to understand the learner; the effort to secure adequate relationship to the environment. The Appendix shows the chronological development of some points of view and practices from the fourteenth century to the nineteenth.

STOLPER, B. J. R. AND FENN, HENRY C. *Integration at Work.* New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. vii+166. $1.85.

Six Greek Cities, an experience with social studies, literature, and art in the modern high school, comprises the content of this work on integration, the units of which were developed in The Lincoln School of Teachers College.

JOHNSON, ALVIN. *The Public Library—A People's University.* New York: American Association for Adult Education, 1938. Pp. vii+85. $1.00.

How libraries function in the general adult education movement is the concern of this report which is based on materials collected in visits to many of the large public libraries in the United States.

VAN DE WALL, WILLEM. *The Music of the People.* New York: American Association for Adult Education, 1938. Pp. vii+128. $1.00.

A survey of music as it relates to adult education, the volume gives discussion to America's musical growth, the music game, leaders wanted, and to music in suburban, urban, rural, state, and community areas. The future of music in America is also touched upon.

PROSSER, CHARLES ALLEN. *Secondary Education and Life.* The Inglis Lecture, 1939. Cambridge: Harvard University Press, 1939. Pp. 91. $1.00.

The lecture sets forth a proposal for the reorganization of secondary-school curriculums toward life-education for all rather than less utilitarian education of benefit only to a few.

BOOKS RECEIVED

ADLER, ALEXANDRA. *Guiding Human Misfits.* "A practical Application of Individual Psychology." New York: The Macmillan Company, 1938. Pp. 88, $1.75.

ATYEO, HENRY C. *The Excursion as Teaching Technique.* New York: Bureau of Publications, Teachers College, Columbia University, 1939. Pp. 225. $2.35.

BARBER, SARA M. *Speech Education.* Boston: Little, Brown, and Company, 1939. Pp. xvi+485. $1.60.

BRINSER, AYERS, with SHEPARD, WARD. *Our Use of the Land.* New York: Harper and Brothers, 1939. Pp. xvi+303.

BRYSON, LYMAN. *Which Way America? Communism—Fascism—Democracy.* The Peoples Library. New York: The Macmillan Company, 1939. Pp. 113. 60 cents.

CUMMINGS, HOWARD and SACKETT, EVERETT B. *Our Schools.* New York: Harper and Brothers, 1939. Pp. xiv+216.

GOULD, KENNETH MILLER. *Windows on the World.* New York: Stackpole Sons, 1939. Pp. 421. $3.00.

JOHNSON, MARGUERITE WILKER. *Verbal Influences on Children's Behavior.* Ann Arbor: University of Michigan Press, 1939. Pp. ix+191. $2.00.

KELLHER, ALIVE V. *Life and Growth.* New York: D. Appleton-Century Company, 1938. Pp. x+245. $1.20.

KIERNAN, R. H. *Baden-Powell. The Founder of the Boy Scout Movement.* Philadelphia: David McKay Company, 1939. Pp. 256.

KINNEMAN, JOHN A. and ELLWOOD, ROBERT S. *Living with Others.* Dealing with the nature of institutions, the community, the family, the state, the institutions of opinion, modern industry, and educational and character-building institutions. Boston: Houghton Mifflin Company, 1939. Pp. xii+531+vii. $1.72.

LORD, LOUIS E. and WOODRUFF, LOURA BAYNE. *Latin—Third Year.* New York: Silver Burdett Company, 1939. Pp. xii+127. $2.04.

MANN, JAMES W. *The Student Editor.* New York: The Macmillan Company, 1938. Pp. vii+149. $1.00.

MCMAHON, A. PHILIP. *The Art of Enjoying Art.* New York: McGraw-Hill Book Company, 1938. Pp. ix+319. $3.00.

MITCHELL, DWIGHT EMERSON. *Journalism and Life.* A textbook for secondary schools. Boston: Little, Brown and Company, 1939. Pp. xi+477. $1.50.

MORTON, ROBERT LEE. *Teaching Arithmetic in the Elementary School.* Volume III. Upper Grades. New York: Silver Burdett Company, 1939, Pp. x+470. $2.80.

OVERSTREET, H. A. *Let Me Think.* The Peoples Library. New York: The Macmillan Company, 1939. Pp. 106. 60 cents.

POWEL, LYDIA. *The Attractive Home.* A Book of Good Ideas and Simple Rules for the Homemaker. The Peoples Library. New York: The Macmillan Company, 1939. Pp. 122. 60 cents.

SEAGER, ALLAN. *They Worked for a Better World.* Story of Roger Williams, Thomas Paine, Ralph Waldo Emerson, Elizabeth Cady Stanton, Edward Bellamy. The Peoples Library. New York: The Macmillan Company, 1939. Pp. 123. 60 cents.

SEARS, PAUL B. *Who Are These Americans?* The Peoples Library. New York: The Macmillan Company, 1939. Pp. 116. 60 cents.

SMITH, ROLLAND R. and CLARK, JOHN R. *Modern-School Solid Geometry.* New York: World Book Company, 1939. Pp. viii+248. $1.28.

WRIGHT, CHESTER M. *Here Comes Labor.* The Peoples Library. New York: The Macmillan Company, 1939. Pp. 122. 60 cents.

PAMPHLETS RECEIVED

ALLEN, ROSS L. *Real Living.* A Health Workbook for Boys in Junior High Schools. New York: A. S. Barnes & Company, 1939. Pp. 106. 50 cents.

———. *Real Living.* A Health Workbook for Boys in Senior High Schools. New York: A. S. Barnes & Company, 1939. Pp. 68. 50 cents.

BLAUCH, LLOYD E. AND IVERSEN, WILLIAM L. *Education of Children on Federal Reservations.* The Advisory Committee on Education. Staff Study No. 17. Washington, D. C.: United States Government Printing Office, 1939. Pp. xiii+145, paper cover. 25 cents.

BROCKWAY, THOMAS. *Battles without Bullets.* The Story of Economic Warfare. Foreign Policy Association Headline Book. Distributed by Silver Burdett Company, 1939. Pp. 96. 25 cents.

Business Education at the College Level. Clarence Stephen Marsh, Editor. American Council on Education Studies. Washington, D. C.: American Council on Education, 744 Jackson Place, March, 1939. Series I, Vol. III, No. 7. Pp. v+30. 25 cents.

Civil Service: Our Government as an Employer. Prepared by Chester C. Carrothers for the Committee on Experimental Units of the North Central Association of Colleges and Secondary Schools. Boston: Ginn and Company, 1939. Pp. vi+92. 60 cents.

COCKING, WALTER D. AND GILMORE, CHARLES H. *Organization and Administration of Public Education.* The Advisory Committee on Education. Staff Study No. 2. Washington, D. C.: United States Government Printing Office, 1938. Pp. ix+138, paper cover. 20 cents.

DAVIS, BERT H. *Youth Faces the Liquor Problem.* Washington, D. C.: Allied Youth, Inc., National Education Association Building, 1939. Pp. 32. 25 cents.

DIEHL, HAROLD S. and SHEPARD, CHARLES E. *The Health of College Students.* A Report to the American Youth Commission. Washington, D. C.: American Council on Education, 1939. Pp. viii+169.

EDGREN, HARRY D. AND ROBINSON, GILMORE G. *Group Instruction in Tennis and Badminton.* New York: A. S. Barnes & Company, 1939. Pp. vii+99. $1.00.

Eye Health in Teacher Education. Preliminary Report of the Advisory Committee on Teacher Education. New York: National Society for the Prevention of Blindness, Inc., 50 West 50th Street, 1939. Publication 282. 5 cents.

GOETZ, DELIA and FRY, VARIAN. *The Good Neighbors.* The Story of the Two Americas. Foreign Policy Association Headline Book. Distributed by Silver Burdett Company, 1939. Pp. 96. 25 cents.

GOSLIN, RYLLIS ALEXANDER. *Changing Governments Amid New Social Problems.* A Survey of the Governments of France, Germany, Italy, Russia, and Denmark. Foreign Policy Association Headline Book. Distributed by Silver Burdett Company, 1939. Pp. 64. 25 cents.

GRUELLE, ORIE P. *State Insurance of Public School Property in Kentucky.* Lexington: Bulletin of the Bureau of School Service, College of Education, University of Kentucky, March, 1939. Pp. 136.

HEER, CLARENCE. *Federal Aid and the Tax Problem.* The Advisory Committee on Education. Staff Study No. 4. Washington, D. C.: United States Government Printing Office, 1939. Pp. ix+101, paper cover. 15 cents.

KNIEWEL, MARIE C. *Vocational Guidance for Sight-Saving Classes.* New York: National Society for the Prevention of Blindness, Inc., 50 West 50th Street, 1939. Publication 284. 5 cents.

NATIONAL EDUCATION ASSOCIATION, RESEARCH DIVISION. "Salaries of School Employees, 1938-39." *Research Bulletin* 17:67-95; March, 1939. Washington, D. C.: the Association. 25 cents.

NATIONAL EDUCATION ASSOCIATION, COMMITTEE ON TENURE. "Tenure of School Administrators." April, 1939. Washington, D. C.: the Association. 25 cents.

NATIONAL OCCUPATIONAL CONFERENCE. The National Occupational Conference, 551 Fifth Avenue, New York, has published, under a grant from Carnegie Corporation of New York, the following appraisals and abstracts of available literature on:

"The Occupation of the Nurse," pp. 11; "The Occupation of the Dental Mechanic," pp. 7; "The Occupation of the Carpenter," pp. 8; "The Occupation of the Cabinetmaker," pp. 10; "The Occupations in Music," pp. 15; "The Occupation of the Stenographic Worker," pp. 11. Single copies, ten cents each; quantity prices on request.

NATIONAL SECTION ON WOMEN'S ATHLETICS OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION. The Official Sports Library for Women published by A. S. Barnes & Company, New York, has available the following pamphlets:

"Official Field Hockey Guide for Women and Girls Containing the Revised Rules," pp. 72; "Lacrosse with Official Rules," pp. 30; "Soccer, Speedball, Field Ball with Official Rules," pp. 63; "Softball, Volley Ball with Official Rules," pp. 70. 25 cents each.

Palmer, Dewey H. and Crooks, Lawrence E. *Millions on Wheels.* Supplement No. 2. New York: The Vanguard Press, 1939. Pp. 60.

Pennsylvania Department of Public Instruction. The Pennsylvania Department of Public Instruction, Harrisburg Pennsylvania, publishes the following pamphlets:

"Developing Facility in English Composition," Bulletin 281, pp. 16; "Education for Traffic Safety," Bulletin 390, pp. 23; "Homemaking Cottages," Bulletin 322, pp. 42; "In-Service Education of Teachers," Bulletin 155, pp. 23; "Interpretations and Regulations for the Administration of the Barber Law," Bulletin 604, pp. 27; "Pertinent Questions and Answers Pertaining to Professional Education, Examination, and Licensure," Bulletin 600, pp. 49; "Teacher Placement," Bulletin 152, pp. 31; "The Teaching of Modern Foreign Languages in the Secondary School," Bulletin 340, pp. 38; "Vocational Agriculture in Pennsylvania," Bulletin 250, pp. 24; "Vocational Industrial Evening Classes," Bulletin 330, pp. 47.

Proceedings Fifty-fourth Annual Meeting. New York: Associated Academic Principals of the State of New York, Syracuse, 1939. Pp. 109.

Proceedings of the Fifty-second Annual Convention of the Middle States. Association of Colleges and Secondary Schools. University of Pennsylvania: George W. McClelland, 1939. Pp. 131.

Ratcliffe, Ella B. *Accredited Higher Institutions 1938.* Washington, D. C.: Superintendent of Documents, United States Department of the Interior, 1939. Bulletin 1938, No. 16. Pp. 212. 20 cents.

School Buildings and Equipment. An Exploratory Study of the Present Status and Need for Research in School Buildings and Equipment. Series I, Volume III, No. 8. Washington, D. C.: American Council on Education Studies, April, 1939. Pp. vii+32. 25 cents.

Seventh Yearbook of School Law, The. Edited by M. M. Chambers. Washington, D. C.: American Council on Education, 1939. Pp. viii+199, paper cover. $1.00.

Social Services and the Schools. Educational Policies Commission. Washington, D. C.: National Education Association, American Association of School Administrators, 1201 Sixteenth Street, Northwest, 1939. Pp. xi+147. 50 cents.

Stewart, Maxwell S. *Coöperatives in the U. S.—A Balance Sheet.* Public Affairs Pamphlet No. 32. Distributed by Silver Burdett Company, 1939. Pp. 32. 10 cents.

Schools for To-morrow's Citizens. New York: Silver Burdett Company, 1939. Pp. 32. 10 cents.

Utilization of Community Resources in the Social Studies. Ruth West, Editor. Ninth Yearbook (1938). The National Council for the Society Studies. Cambridge, Massachusetts: 18 Lawrence Hall, Kirkland Street. Pp. vi+229.

Watch Your P. Q. (Personality Quotient). An Anthology of Helpful Information, Biographical Sketches, and Tests for Modern Young People on Ways of Improving Their Personalities. Pittsburgh, Pennsylvania: Scholastic Bookshop, 402 Chamber of Commerce Building, 1939. Pp. 32. 25 cents.

Why Taxes? What They Buy for Us. Prepared by Edward A. Krug for the Committee on Experimental Units of the North Central Association of Colleges and Secondary Schools. Boston: Ginn and Company, 1939. Pp. vi+75. 60 cents.

CALENDAR OF PROFESSIONAL MEETINGS

Administrative Officers of Public and Private Schools, University of Chicago, Chicago, Illinois, July 17-21.

Alabama Secondary-School Principals Association, Huntingdon College, Montgomery, Alabama, August 23-25.

American Home Economics Association, San Antonio, Texas, June 20-23.

American Library Association, San Francisco, California, June 18-24.

Business Education, University of Chicago, Chicago, Illinois, June 29-30.

Chautauqua Institution, Chautauqua, New York, July 3-August 26.

Eastern Kentucky Educational Association, Ashland, Kentucky, November 9-11.

Elementary Education of the National Education Association, University of California, Berkeley, California, July 8-21.

Florida Association of Secondary-School Principals, Gainesville, Florida, June 19-21.

Iowa Association of Secondary-School Principals, Des Moines, Iowa, November 2-3.

Maine Association of Principals of Secondary Schools, Lewiston, Maine, October 27.

National Association of Secondary-School Principals, San Francisco, California, July 2-6.

National Association of State Libraries, San Francisco, California, June, 1939.

National Conference of Visual Education and Film Exchange, Chicago, Illinois, June 19-22.

National Council of Teachers of English, New York City, November 30-December 2.

National Education Association, San Francisco, California, July 2-6.

New Hampshire Association of Secondary-School Principals, Keene Normal School, Keene, New Hampshire, August 14-17.

New Mexico Principals' Section, Albuquerque, New Mexico, October 25-28.

Pennsylvania Association of Secondary-School Principals, Educational Forum, Harrisburg, Pennsylvania, October 27-28.

School Administrators, Peabody College, Nashville, Tennessee, June 15-17.

School Executives' Conference, University of California, Berkeley, California, July 10-21.

Secondary Education Clinic, Winfield, Kansas, October 6-7.

Stanford University School of Education Conference, Stanford University, California, July 7-9.

Utah Secondary-School Principals Association, Salt Lake City, Utah, June 12-15.

Vermont Association of Secondary-School Principals, Burlington, Vermont, October 13.

Virginia Association of Secondary-School Principals, Richmond, Virginia, November 29-December 1.

World Federation of Education Associations, Rio de Janeiro, South America, August 6-11.